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ABSTRACT

This guide was written for those who provide care for a child or for children in small groups, whether in a family day home, registered day home, group day home, in-home care arrangement, or babysitting. Sections offer advice on: (1) ways to respond to the needs, characteristics, and potentials of young children; (2) safety; (3) health; (4) nutrition; (5) business organization; (6) ways to help children grow and learn; and (7) things to think about before deciding to become a child caregiver. Extensive appendices provide resources on safety, tips for handling common situations with children, suggestions and directions for activities and equipment, and numerous records and forms. Sources of additional information are briefly discussed. (RH)

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When You Care for Children



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Guide to Caring for Children in Small Groups

Texas Department of Human Services

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Introduction

Family day home, registered day home, group day home, in-home care arrangement, babysitting. Whatever the label, if you care for a child or children in small groups, this guide was written for you.

It provides information, offers suggestions, and serves as a starting point for adults who want to care for children in a knowledgeable and helpful way. Information has been included to help you learn more about children and how to help them develop and learn new skills in areas such as organization, meal planning, safety, and working with parents.

The term "day home" is used throughout the guide because the focus is the day-to-day experiences of children and caregivers in home-like settings. The term "caregiver" refers to the adult who operates the day home and cares for the children.

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Understand Children

Section 1

As a caregiver, you share with the parents the responsibility for the growth and development of each child in your care. You are, therefore, extremely important.

The more you study, think, plan, and do, the happier the children in your care will be. Their parents will do a better job as parents, and your job will be easier, more satisfying, and more interesting.

Basic to everything else is the caregiver's understanding of and respect for the individual child and parents. It is essential that the parents understand and respect your role also.

The ideas in this section are to help you help the child and family feel more secure about the child being with you.



Children are Alike and Different

All children need to love and be loved. They want to please. They want to learn. They have a great need to move and explore the world around them with all their senses.

As children grow, they go through various stages. Most 1-year-olds are alarmed by strangers, but most 18-month-olds get into everything. Most 2-year-olds balk. Many 3-year-olds forget to stop playing to go to the toilet. Most 4-year-olds ask a million questions. The majority of 5-year-olds are bossy, and 8-year-olds collect many things.

All children will go through similar stages but not always at the same age or for the same length of time. While they are alike in many ways, there are ways in which they differ.

Some are active, some are quiet, and others are rowdy. They differ in alertness, talent, and strength. Some tire easily, while others seem to never wind down. As one caregiver said, "My children come in all sizes, shapes, and speeds."

Children differ in appearance because of heredity. Each child generally resembles the natural parents—in color of eyes, hair, skin, stature, and build.

Children also differ because of the way they have been treated by adults and older children or the opportunities they have had. Children may be strong and active because they are fed nutritious food, or sick and stunted because their diet is poor. Children may not speak well because no one has ever talked with them.

Children are probably more alike than they are different, but they will grow and develop best if we remember that each child is unique.

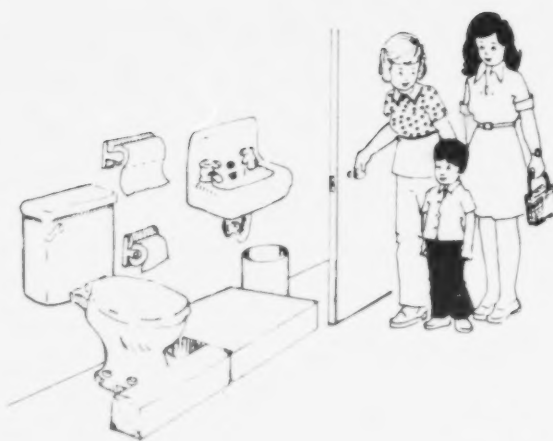
Help Each Child Get Started

Ask parents and the child to visit your day home to become acquainted before the first day of child care. Invite the child and parents to visit during nap time and when you have time. Have your house arranged as it will be when the child comes to stay. Have the place ready where the child will keep personal belongings. Try to establish a friendly relationship with each child and the family. Learn as much as possible about a child before you meet. When the child visits, make friends if possible.



Call him by name and show him the toys. You might say, "Hi, Jimmy. I am glad to see you and your mother." Then kneel down and point out the toys, "Here are some toys you can play with while your mother and I sit over here."

Learn his routines, likes, dislikes, and what he says or does when he needs a drink or wants to go to the bathroom. Does he have a bedtime ritual? Does he enjoy certain foods more than others? What does he play with most often at home?



Teach him as many things about your home as he seems ready to learn. Show him the bathroom, back yard, and where he will keep his belongings.

Talk about the kinds of foods you serve. You may want to say, "We have a snack every day. Today we're having apple slices."



Refer to as many things as possible that will reassure the parents about your competence and interest in the child. Parents also need accurate information about what will actually happen when the child is with you so this can be relayed to the child. The parents' attitude toward you and understanding of what the child will do in turn reassures the child.

Be sure to explain to parents your day-home policies regarding such items as fees, payment schedules, and holidays. A written handout often prevents confusion and disagreements later. See Section 5, Get Organized, for ideas.

First Day

Give a child particular attention when he comes to stay all day. Make sure he has his favorite toy, blanket, or pacifier if he needs it.

Try to make his mother's leaving less painful by having the mother stay awhile. When his mother leaves, let the child know she is leaving. Help the mother understand that even if the child cries or protests, it is important for him to be told what is happening. He will learn that his mother can be trusted to return for him.

A goodbye ritual accompanied by your verbalizing what is happening often helps. You might say, "Let's wave goodbye. Mother is going to work now. She'll be back this afternoon."



Don't hesitate to hold and comfort the child if he will let you.

Protect him from unhappy situations such as another child pushing him. Later on, he can take care of himself. If he showed interest in any toy on previous visits, see that he gets that toy to play with. "I saved this truck for you, Billy."

Help Children Leave Happily

- Help each child leave happily by not letting him associate having to stop playing with going home. Help the children put the toys away before it is time to leave, and allow enough time for a story and getting their things together.

You might say, "It's time to put the toys away. I'll help you so we'll have time for a story." And when the story is finished, "Let's check to see that your things are together. I want to tell your mother that you tasted carrots today, Kevin. She'll be pleased."

Children Can Learn to Discipline Themselves

The goal of discipline is self-discipline. Disciplining young children is mainly keeping them safe and healthy. As a child grows older, adults must set consistent limits to protect her, other people, and the surroundings. She slowly learns what these limits are and takes responsibility for them. Even when she becomes independent, she feels more secure when she can depend on an adult to support her wavering decision whether to do something she isn't sure is right.



Nagging, threatening, making fun of a child, and using physical punishment have no place in the day home. These kinds of treatment might stop a

child from doing something she shouldn't, but the reason she stops is fear, and fear is not a good basis for learning self-discipline.

Caregivers avoid discipline problems by being consistent, fair, and making no decisions without knowing the facts. They notice and approve of actions when children behave in acceptable ways. Children should get attention for acceptable behavior. Caregivers know what every child in their care is doing at every moment. They follow a plan which the children understand. They remain flexible and the children are made to feel that they belong.



Children's behavior that adults call "bad" may come from seeing poor adult behavior or may be a child's way of fighting against the wrong kind of treatment by adults. Children are hurt by adults teasing, fussing, or laughing at them, and talking about them in their presence. Adults confuse children when they punish them for doing things adults do. Children can't be expected to trust adults who don't keep their promises or who lie. When a child hurts another child, or destroys equipment, she may be fighting you even though you are wonderful to her. She may see in you a "bad" person—a parent or someone you don't even know about. You will know when something is wrong, even if you don't know what caused it, and you usually can do something about it.



Children are often called "bad" because they are judged by adult standards. A 3-year-old who picks up an apple in the grocery store isn't a thief. She merely likes apples. Her conscience is developing—she is only beginning to learn right from wrong. The classic example of unfair treatment is the child who was punished for not sitting still. She had pinworms. Besides, she was only 4 years old and shouldn't have been expected to sit still. See Appendix 2 for more information on discipline.

Relax With Toilet Training

The secret to successful toilet training is to wait until the child is ready. A child is not able to control his muscles well until he is about 18 months old. He should also be able to walk (so he can go by himself) and talk (so he can let you know). Many children are not ready until 22–24 months old.

Begin gradually by letting him sit briefly on the toilet (with or without his diaper removed) just to get the idea. It helps if he sees other children using the toilet.

Provide a low potty chair with removable pot so that the child can rest his feet comfortably on the floor. Or place a box under his feet as he sits on the toilet.

Leave him on the potty no longer than five minutes. Stay with him and praise him for successes. A child wants your approval.

Decide with the parents which words will be used and use them consistently.



It's usually best to begin with bowel training. The child is more aware of this and may give you some warning such as a grunt or expression on his face. Note his general pattern so you can take him to the potty chair about the same time he usually soils his diaper.

Children consider their bowel movements very special and a part of them. Often they will play in their feces and "decorate" the walls or crib. Cleaning him up and changing his clothes matter-of-factly are probably the best ways to handle this natural experimental activity, as unappealing as it may seem to adults.

When bowel training has succeeded except for an accident now and then, and when the child is able to stay dry for two-hour intervals, you may then want to begin bladder training.

Begin by noting each time of the day that he is wet. Do this for a few days to give you some idea about when to take him to the potty. Have the mother provide plenty of training pants so you and the child can manage easily.

Treat accidents matter-of-factly without shaming or punishing. Expect accidents and temporary periods of wetting and soiling if the child has been ill, if he is in a strange place, if his routine is changed, or if there are problems or disturbances at home.

Occasionally a child may refuse to use the toilet. If this happens, relax training for a while. It's best not to use force. Try it again from time to time, and he'll soon begin to cooperate. A child may be frightened by a flushing toilet. Some children are afraid of falling into the toilet bowl. A seat adapter may make it less frightening. Whatever the reason for a child's refusing to use the toilet, reassure him but never force him to use the toilet.

Make Clear Your Relationship With the Child and Her Family

Do not let yourself replace the child's parents. Support the relationship between her and her parents, and make very clear to them that your role is supportive.

For instance, begin a child's toilet training only when her parents think she is ready. And then agree with them on the method to be used so that each can support the efforts of the other. You may suggest another approach, but abide by the parent's decision.

Show concern for each child's welfare by saying and doing that which is in the best interest of the child and the whole group.



Take nothing out on the child. It isn't her fault if you are tired or her parents forgot her extra clothes.

Take time to talk about each child with her parents, but always discuss difficulties and differences of opinion when the child can't hear. Respect confidences shared, including the child's.

These are some things you should note regularly and discuss with the parents. Remember, you

are likely to be the one who witnesses a baby's first step—not the parent. Whenever possible, paint a verbal picture of:

- how the child's eating and sleeping habits are changing,
- how she feels about new things,
- what she likes most,
- what her current interests are,
- how creative she is, and
- how she relates to the others and to you.

Discourage discussing anything not relevant to the child. You cannot become involved in family squabbles but, if parents ask for assistance, you can suggest where they can get help.

Sometimes parents want to do special things for you because they appreciate you. Encourage them to show how they feel by doing things for the children in your care rather than for you personally.

Remember that you are running a business. Therefore, be firm about such things as picking up a child promptly. Also, be consistent. Apply your policies the same way for everyone.

**Keep Your
Children
Safe**

Section 2

Safety is everybody's responsibility. Your family may not know how many dangerous things a home contains. Enlist their help in making your home safe for their sakes as well as for the children in care. Discuss safety with the children's parents. Perhaps they will notice something you missed.

Include all ages of children in your safety program. Teach children by your example and by explaining what and why you are doing something. They will gradually learn about safety, too. By doing what is described in this section, you may prevent many accidents and tragedies.

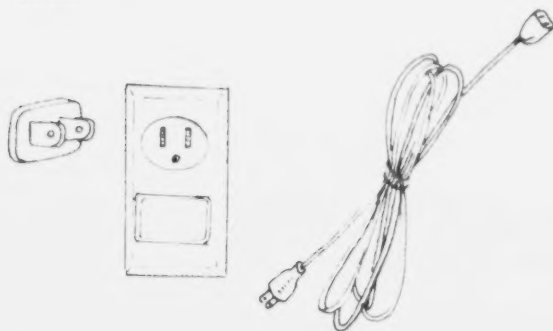
Child-proof Your Home Before You Offer Care

Child-proofing your home protects the children. It also makes your job easier because you will not have to always say "Don't touch," "Be careful," "Watch out," and "No-no."

It may be troublesome to rearrange ash trays, lamps, knick-knacks, and tablecloths that can be pulled off, but it's worth it. Small items can be stored in a box so you can quickly get them out again after the children leave.

Here are some specific things to do:

- Cover electrical outlets, or install safety plugs from the variety or hardware store.
- Place electrical equipment so you won't need extension cords. If you must use an extension cord, roll any surplus cord as the manufacturer does.



- Put all electrical cords for appliances such as toasters, irons, and radios out of the children's reach. Push your television against the wall so children can't get to the cord or the back of the television.
- Remove furniture that topples or moves easily, has sharp corners, or can break.
- Waterproof beds and cribs with oil cloth, rubber sheets, fitted plastic sheets with elastic corners, or waterproof crib pads of double, textured cotton flannel. Do not use thin plastic such as cleaning or vegetable bags.
- Locate splinters and loose nails. Children seem to find such things more quickly than adults. A thorough search by you may prevent an injury later.
- Set your water heater at normal (120 degrees Fahrenheit) to prevent accidental scalding.
- Keep medicines and household products in their original containers, stored separately from

foods, out of children's reach, and under lock and key.

- Place a high latch on all doors leading to outdoor spaces unprotected by a fence and on inside doors you don't want children to open.
- Install gates across stairs and the kitchen entrance.
- Be sure there is no way for a child to lock himself inside the bathroom.
- Any peeling paint should be removed. Children can be poisoned by eating paint containing lead.
- Place a screen or other protective device around space heaters.
- Install smoke detectors and maintain them according to the manufacturers instructions. While not required for day homes, this is an excellent safety measure.

Child-proof Your Yard

- Remove poisonous plants like oleanders and elephant ears. Seeds, berries, and pods of some plants such as castor bean, mistletoe, red sage (lantana), and azalea are deadly. See Appendix 1c.
- Enclose your airconditioning unit.
- Remove catches or doors on old refrigerators and chests. Children like to hide in these, and they can smother.
- Put away outdoor tools, lawn mowers, and other equipment where children can't get to them.
- If a car has to be in the yard, set the emergency brake, and remove the keys. Close the windows and lock the doors.
- Place garbage cans outside the yard or behind a barrier.
- Make sure the yard is free of such things as rusty nails or broken glass.
- Check your fence for protruding wires.
- Check to see that there are no ant hills, wasp nests, or breeding places for mosquitoes in your yard. See Appendix 1d.

Child-proof Daily Before the Children Arrive

Be sure the iron is put away, there are no razor blades in the wastebasket, cleansing powder is out of reach, and the door to any room you don't use is latched.

Vacuum, sweep, or mop the floors to make sure all surfaces are free of small objects such as bobby pins, pennies, buttons, and dried beans.

Walk around your yard picking up any papers or limbs that might have blown into your yard overnight.

Check daily and remove items such as the following from the children's reach:

- insect and rodent poisons;
- cleaning fluids and detergents;
- furniture polish and bleach;
- medicines (including baby aspirin);
- hot irons and coffee pots;
- handles of pots and pans protruding from the range, counter, or table;
- knives or other sharp kitchen equipment;

- sewing items such as scissors, needles, or pins;
- cosmetics such as face powder, nail polish remover, or hair spray; and
- plastic bags.

Provide Safe Toys

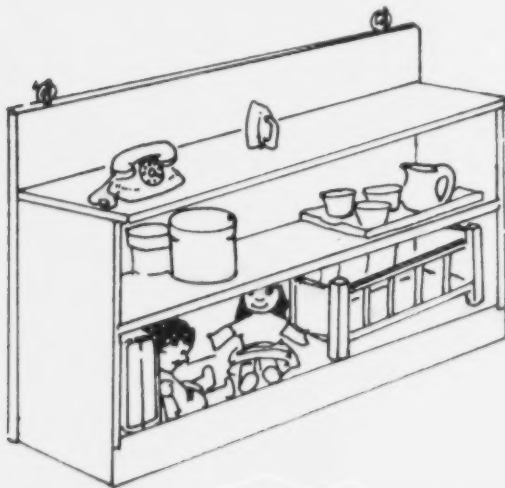
Consider these things when planning for safe materials, toys, and equipment:

- Are the toys sturdy enough so they will not splinter or break?
- Are they large enough so the child can't swallow them? For example, whistles, small objects from cereal or candy boxes, marbles, or jacks are not for toddlers.
- Are the toys free from sharp points or rough edges when they are new and after they have been used? Some plastic becomes brittle with age.
- Are all parts of toys fastened tightly so they won't come off? Eyes on stuffed animals should be stitched on, not the button type. Also, check the whistles in squeaky toys.
- Are toys easy to wash and keep clean? Infant's



toys should be washed daily. An infant's crib toys should not be used by another infant until the toys are washed.

- Can supplies be chewed on or eaten without ill effects? Check labels on such things as plastic modeling clay, glue, and crayons.
- Is equipment painted with lead-free paint? Check the labels. Also check the labels on paint cans when you do your own repairing and painting.
- Is the kitchen equipment safe for children? For example, the wire bottom on a strainer may come loose easily. The handle on a bucket may slip out of its sockets.



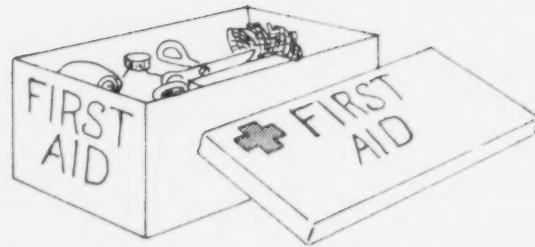
Shelves for the children's use should be low enough to be safe. Even children who know better may be tempted to climb to get something they want. Storage shelves may need to be fastened securely so the climber will not tip them over. Store heavier toys near the floor.

Tipsy outdoor equipment, such as a swing set or climbing tower, should be fastened to the ground.

Know First Aid

If you haven't had a first-aid course, take one as soon as possible. It is recommended that you study the American Red Cross First Aid Manual, which can be purchased at the Red Cross or may be available in your local public library.

In the meantime, study the First-aid Chart in appendix 1e. You may want to purchase the booklets *Safety Precautions* and *Emergency Child Aid*.



Your use of first aid should be automatic.

Keep a Record of Accidents

In spite of being careful, accidents happen. For your and the children's protection, and to prevent future accidents, keep a written record of what happens. Write the child's name, the date of the accident, what happened, the kind of care you provided, and the results of the care.

Another choice you have is to use a form to record information about accidents. See Appendix 4i for a form that you may copy and use.

Plan With the Parents for Emergency Treatment

In case of an accident, illness, or other emergency, the day mother's first concern is the welfare of the child. Contact the parents as soon as possible. Having correct telephone numbers of where parents can be reached is essential. Also ask the parents to give you the telephone number of a relative, close friend, or neighbor.

In some emergencies, getting treatment quickly is essential. Each parent should give the day mother a signed statement allowing her to follow emergency procedures such as taking the child to the nearest hospital. Such procedures are usually unnecessary for the everyday bumps and scratches of growing children, but it is most important to be prepared when emergencies arise. Appendices 4c and 4d are forms that you may copy for your use.

Be Prepared for Emergencies

Your primary responsibility is the children's safety. Think through what you would do if a child were seriously injured, you slipped and hurt your back, your hot water heater exploded, or any

other emergency occurred. It is essential that you meet emergencies calmly and quietly. See Appendix 4g.

Fire—Get the children out of the house to a safe place. Do not go back into the house. Stay with the children, and call the fire department from the nearest phone. See Appendix 1a.

Severe Storms—Get the children to the safest place in your home—a hallway with inside walls away from windows, the television set (especially if connected to an antenna), and water pipes. If possible, take along a few books and toys to occupy the children during the storm.

Think About Your Safety Responsibilities

Children do what they see you do. You are their model. For instance, when bathing the baby, close the safety pins and place them out of the children's reach. Never put a pin in your mouth. If you are slicing apples for a snack, cut away from yourself and never toward anyone else. If you take the children on a walk, wait for a green light at a street crossing even though no car is coming. Show children how to be responsible for their own actions. Enter into what the children are doing just enough to teach them about safety.



The child above was preparing to stand on a wagon to reach the bird feeder. The day mother said, "Wagons are dangerous to stand on because they roll. Let's get a box."

Anticipate What the Children Will Do

Children of all ages do things we don't think they can or will do.

A child strangles. The adult says, "He never has put things in his mouth before."

A child is poisoned. The adult says, "I didn't think he could climb high enough to get into my cleaning stuff."

A child is hit by a car. The adult says, "She was asleep a minute ago. I don't see how she could get up and outside so fast."

None of us want situations like these to happen, so we must keep them from happening.

Pay Attention to What the Children Are Doing at All Times

Babies wiggle on tables and roll off. Crawlers find poisonous leaves in the yard and chew on them. Toddlers drop their toys in the toilet. Three-year-olds unlock the yard gate and walk away. Four-year-olds stand on the bathroom sink to get their own adhesive bandages from the medicine chest and fall off. These are the kinds of things children do when adults have their backs turned, chat on the telephone, or work in the kitchen. Make sure children are supervised at all times.



Develop a Health Program

Section 3

A child's good health is his ticket to a happy future, so we never take a chance when a child's health is concerned. Once a disease has left its mark, it is often there for a lifetime. Many health-related problems can be avoided if preventive measures are taken. Health problems which do occur can be lessened by prompt and appropriate care.

Minimum Immunization Requirements for Children Admitted to Child-care Facilities

New recommended schedule for active immunization of normal infants and children

Recommended age ¹	Vaccine(s) ²	Comments
2 months	DTP-1 ³ , OPV-1 ⁴	Can be given earlier in areas of high endemicity.
4 months	DTP-2, OPV-2	6-week to 2-month interval desired between OPV doses to avoid interference.
6 months	DTP-3	An additional dose of OPV at this time is optional for use in areas with a high risk of polio exposure.
15 months ⁵	MMR ⁶ , DTP-4, OPV-3	Completion of primary series of DTP and OPV.
24 months	HbPV ⁷	Can be given at 18–23 months for children in groups who are thought to be at increased risk of disease, e.g. day-care center attendees.
4–6 years ⁸	DTP-5, OPV-4	Preferably at or before school entry.
14–16 years	Td ⁹	Repeat every 10 years throughout life.

¹These recommended ages should not be construed as absolute, i.e. 2 months can be 6–10 weeks, etc.

²For all products used, consult manufacturer's package enclosure for instructions for storage, handling, and administration. Immunobiologics prepared by different manufacturers may vary, and those of the same manufacturer may change from time to time. The package insert should be followed for a specific product.

³DTP-Diphtheria and Tetanus Toxoids and Pertussis Vaccine Absorbed.

⁴OPV-Poliovirus Vaccine Live Oral; contains poliovirus strains Types 1, 2, and 3.

⁵Provided at least 6 months have elapsed since DTP-3 or, if fewer than three DTP's have been received, at least 6 weeks since last previous dose of DTP or OPV. MMR vaccine should not be delayed just to allow simultaneous administration with DTP or OPV. Administering MMR at 15 months and DTP-4 and OPV-3 at 18 months continues to be an acceptable alternative.

⁶MMR-Measles, Mumps, and Rubella Virus Vaccine, Live.

⁷Hemophilus b Polysaccharide Vaccine.

⁸Up to the seventh birthday.

⁹Td-Tetanus and Diphtheria Toxoids Absorbed (for adult use)—contains the same dose of tetanus toxoid as DTP or DT and a reduced dose of diphtheria toxoid.

Protect the Children's Health

Before a child begins coming to your home, he should have had a health examination from a doctor, a public health clinic, or an Early and Periodic Screening, Diagnosis and Treatment program.

Tell the parents that each child is to be immunized or have begun immunizations appropriate to his age before he can start coming to your

home. (See chart below.) The parents should show you an immunization certificate, validated by the child's doctor or a health clinic, indicating the immunizations the child has had. Or the parents should bring you a statement explaining their child's exclusion from immunizations for medical or religious reasons.

Make sure each child's immunizations record is up to date. If a child is not fully immunized, his parents should see that all immunizations are completed as each becomes due. It would be

helpful if you could remind them when the child should have another dose.

School-age children must be immunized to get into school. So you only need a statement from the parents that their school-age child's record is at his school.

If you have questions about immunizations, contact your local health department.

Keep Up-to-date Health Records on Each Child

A child's health record should include her immunizations and health examination records, a record of her allergies, and written permission for any medication to be administered by you.

Also keep in the health record a signed and dated permission from each child's parents to have her treated at a hospital or clinic in an emergency. See Appendices 4c, 4d, 4e, and 4f.

Check Each Child's Health Daily

Parents have the responsibility for bringing children to you in a healthy condition. Check each child as he arrives. You can tell if he appears different than usual. Encourage parents to tell you if the child has been up late or been upset. Then you will know whether he needs something you can provide or whether he is getting sick.

Examine cuts and scratches daily. Look under adhesive bandages and inside clothing of young children. Watch for signs of health problems that require medical attention such as:

- water-filled blisters which may be impetigo,
- red, raised scaly areas which may be ringworm,
- rectal scratching which may be an indication of pinworms,
- ear pulling which may indicate ear infections,
- red, watery eyes and crusted lids which may mean "pink eye," or
- cracks and itching between toes which may be an indication of athlete's foot.

Parents must attend to such problems to protect everyone concerned.

Report Illness to the Parents

Children have a way of becoming ill suddenly without having shown any signs of illness. To help the parent and the doctor, note when the child begins to get sick and what the symptoms are.

Does she look pale or flushed? Is she having any aches or pains? Has she vomited? Be able to tell them the color and what it contained. What about her bowel movements (color, hard, mushy, runny)? Does she have a fever?

If the child has a contagious disease, be sure to tell the parents of the other children as well.

Take the Child's Temperature

The safest way to take a child's temperature is by the axillary method. Hold the child on your lap with the thermometer in his bare, closed arm pit for 5 minutes or longer. You may need to keep him occupied by reading a short story to him or holding a toy in front of him. Remember to tell the doctor or parent that you took an axillary temperature because the thermometer registers a degree lower than by other methods.



Before using the thermometer, shake it until the mercury line is below 97 degrees. You might want to shake it over the bed or a rug just in case it slips out of your hand. Hold the upper end (opposite the bulb or round end) firmly between your thumb and finger. Use a sharp, snapping motion.

Reading a thermometer takes practice. Most thermometers are somewhat triangular in shape with one edge sharper than the others. Point the sharpest edge toward you. In this position the marks of the degrees are above and the numbers are below. The mercury line shows in the space between them. Roll the thermometer very slightly until you see the line.

After taking a child's temperature, wash the thermometer with soap and cold water, rinse, and place in alcohol for 30 minutes.

97.6 is normal by axillary. 98.6 is normal by mouth.



The long marks are degrees. The short ones are tenths of degrees.

The child below is resting on a cot that can be washed and used later for play. The day mother can see him as well as the other child in her care.



Use Great Care With Medications

After being ill, a child may be able to return to her day home, but still need to take medicine. For the protection of the child and yourself, give medicine only if you have written, dated permission from the child's parent or a doctor. This includes such things as aspirin and cough syrup, as well as prescription medicine.

The medicine must be in its original container. Keep the medicine in a high, locked cupboard or a special place in the refrigerator if the medicine must be chilled. If any medicine is left, return it to the parent or flush it down the toilet. Never save medicine to use later. See Appendix 4h for suggested form.

Give Special Attention to Ill or Injured Children

Sometimes adults have to watch themselves to keep from making a child feel guilty about being sick. If he vomits all over the floor or has a bowel movement in his shoes, he doesn't like it any better than anyone else. Separating him from the others has to be handled carefully so he doesn't feel pushed aside.

Depending on the nature of the problem, other children may help care for or entertain an injured child. At any rate, they benefit from observing your concern. He won't be spoiled by special attention.

Report Child Abuse and Neglect

Occasionally, you may have a child in your care who often has unexplained bruises, burns, or cuts. These could be the result of abuse or neglect by the parents or others who come into contact with the child. An adult who abuses or neglects a child needs help. If you suspect such a problem, it is your responsibility to report it to the local office of the Texas Department of Human Services or the local police. Texas law requires you to report and provides you with protection from liability. The officials will do all they can to keep your report private.

You may also report child abuse or neglect to the Texas Department of Human Services by calling this toll-free number 1-800-252-5400 from anywhere in Texas. For information on identifying abuse and neglect, call the Protective Services unit at your local Texas Department of Human Services office.

Rest Is Necessary for Good Health

Naps and quiet times are extremely important parts of a child's day. Some children get overly tired and fight sleep when they need it very much. Others seem to have no difficulty taking care of their own needs by stretching out on the bed for a while and then getting up to play quietly alone.

You have to study each child until you are familiar with her needs and her rest and sleep pattern. Patterns may also change. For example, a 3-year-old may decide she no longer wants the teddy bear she insisted on when she was 2. A 4-year-old may go right to sleep for four afternoons straight, then on the fifth day have difficulty settling down. Some children give up naps by omitting days rather than by shortening periods. Never make children stay in bed when they are rested.

Remember that all infants do not require the same amount of sleep. Those who take short naps should not be left in their cribs for long periods

waiting for the others to wake up. The infant who sleeps less than the others can be the last one put to bed and taken out of her crib as soon as she wakes.

Set the stage for rest. Children need to understand what is expected of them during naptime. Have the bed and room ready by removing tempting play items before you start putting them to bed. Be sure the children are comfortable. Singing softly as you tuck a child in often helps her relax. A short story for 4-year-olds may be what they need to settle down. Be sure the children know what you will be doing or in what room you will be while they are sleeping.



Some children are afraid to go to sleep in a strange place and may refuse to take off their outer clothes. Don't argue. When a child is secure, he will remove them. Excitement, worry, upsets, or any change from the usual can cause a child who usually sleeps well to not sleep well at all. The same principles apply for nighttime care as for naptime.

Liquids Are Important

Be sure the children are getting enough water and other fluids. Often children get involved in activities and forget to take the time to get a drink. Adults should help children remember to drink water or fruit juice every few hours. A child should never be kept from drinking water. Schedule serving liquids so children don't drink large quantities just before naptime.

Thirst is not the safest or surest guide to how much water or fluid is needed. Physical activity, very warm or hot weather, and illness increase the body's need for water. Especially under these circumstances, adults should encourage children to drink extra water. Water is lost through urination, perspiration, and even through breathing. All of these losses must be replaced. When a child is sick or unusually tired, he may not feel thirsty. Try using imaginative ideas to encourage him to drink.



Children enjoy pouring their water from a small pitcher into a cup or glass that will not tip over. An aluminum can such as a vienna sausage can works well as it is small and sturdy and has no sharp edges.

Younger children enjoy drinking water out of small, unbreakable containers that have been washed and labeled with their names.

It is important for the caregiver to drink water along with the children.



Protect Your Own Health

Next to a child's family, you are the most important person in his life. He depends on your being there every day. But, your own family needs you, too.

Caring for children makes many demands on a person, so it is important that you protect your health. More accidents happen when mothers are tired, angry, worried, having a menstrual period, or getting sick. Be alert during these times. Have a checkup every year. If you are not feeling well or have any unusual symptoms, see a doctor. Visit a dentist at least once a year.

Every day, plan a quiet time to relax or do something different. Even five minutes alone helps. Sometimes you can relax with the children, and this helps them relax, too.

Eat and drink what you serve the children. This is important for your health and a good example to set for the children.

Let the children see you washing your hands and brushing your teeth, and require that they wash their hands before eating or handling food and after toileting.

Get enough sleep so you feel like getting up in the morning.

Exercise. Fast walking and deep breathing stimulate blood circulation, adding oxygen to your blood supply.

Be sure your substitute also is in good health and able to care for the children. Then, if you do get sick, the children will be in good hands, and you can relax and get well in a hurry.

**Provide
Nutritious
Food**

Section 4

The same principles of food service apply to the needs of children of all ages in your care. Your food service can help children develop and maintain strong, healthy bodies and develop good attitudes toward food.

The way you feel about food and the ways you cook and serve it are very important parts of the children's experiences with food.

Planning, purchasing, storing, preparing, serving, and cleaning up have to be considered if your day children and family are to have what they need and you don't wear yourself out getting it for them.

You are fortunate in a day home because you can include many learning experiences related to food and food service equipment in the things you plan for the children to do. See Section 6.

Help Children Learn Good Eating Habits and Enjoy Their Food Experiences

If children are to stay well and grow properly, they must have the right foods to eat. Serve only food and drinks that are nutritious. Plan for the children to slow down and relax before eating. Provide a relaxed and unhurried atmosphere for eating.

Family-style service works well with young children. Children like to help decide how much and what they eat. You might give them a choice of green beans or peas, rice or potatoes, gelatin or custard when you are planning your meals. Remember that all of us vary in how much we eat and that we all like some foods more than others.

Give the children small servings followed by seconds and thirds if they want them. When you are serving a food for the first time, place only a small amount on the child's plate. In this way, the child can taste the food and get used to it gradually. Children should be encouraged but never forced to eat.

Serve a nutritious dessert such as applesauce and allow the child to eat it during any part of the meal. Dessert should never be withheld as punishment or offered as a reward for eating all of the food on the plate.

Eating utensils should be small enough for children to handle. This encourages the children to be independent. Very young children should be allowed to feed themselves as soon as they show the desire to do so. They will be messy at first, but will improve with your help, encouragement, and patience. If you place newspapers beneath their chairs and use non-tip tumblers for drinking, you can save yourself some work and worry.

Interesting and pleasant conversation should be encouraged among the children who are old enough to eat and talk at the same time. It is not a good idea to talk about food likes and dislikes as this may cause problems with fussy eaters. However, characteristics of the food such as color, texture, and shape can be discussed. Encourage children to talk about such things as what they did and saw during the morning or what they plan to do later.

It is extremely important for you to sit down and eat with the children. They learn good eating habits and attitudes best by watching you.



Get Off to a Good Start Feeding Infants

You should discuss feeding each infant with the parents. They should have a recommendation from a physician or clinic about what to feed the baby and when. In general, an infant should be fed when he is hungry and not according to a rigid schedule.



Bottle feeding

Parents should provide baby bottles, labeled with the baby's name. If the infant needs a special or blended formula, the parents should bring enough for each day. Keep the formula in the refrigerator until ready to use.

If you provide the formula, use a prepared iron-fortified formula—either ready-to-feed or the kind to which water is added—unless the child's physician has given other instructions. Always read the instructions thoroughly on packages of food you prepare for anyone.

Hold the baby in your arms or on your lap. Be sure that the formula is in the nipple. Touch the nipple next to his mouth. Hold the bottle so that it sticks straight out at a right angle to his mouth.

The nipple holes should be large enough so that formula drops slowly from the bottle when it is held with the nipple down. The cap should be loose enough so that air bubbles can enter the bottle as the formula is sucked out of it.

Partway through the bottle, stop feeding and burp the baby. Hold him on your shoulder and pat him gently on his back until he burps. Or let him lean on your hand and pat his back and gently rub his stomach. He will usually burp some air, and often a little of his formula.

Introducing solid foods

Until about six months of age, a child's main nutrition still comes from the formula, and the spoon foods, water, and juice are really just ways that you and he play with and teach each other. When you start "solids" or spoon foods, start slowly. A few spoonfuls once or twice a day is plenty.

Try just one new food at a time, and feed it every day for several days. Start with simple, pure foods. For example, use rice cereal, not mixed cereal; applesauce, not fruit dessert; lamb, not meat dinner.

New foods will sometimes cause vomiting, diarrhea, or a skin rash. Record those foods which do not agree with the child and share that information with the child's parents. By starting only one new food every 4 or 5 days and using simple foods, you will know which one is to blame. Once he has eaten a food 3 or 4 days and it hasn't disagreed with him, you can use it any time in the future without worrying.

Foods that are sold as baby foods are finely strained. Regular applesauce, mashed potatoes, and ground meat are just as good and often less expensive than the "junior" foods.

Ready-cooked infant cereals are easy to prepare and contain iron and vitamins not found in adult cereals.

After about age 6 months, a baby should get some of his nourishment from foods other than his formula. Don't give him more than 25–30 ounces of formula a day. Let him fill up on other foods. Cut his milk down to 16 ounces a day if more seems to spoil his appetite for other foods or if he seems to prefer other foods.

A diet is nutritious when it contains a wide variety of foods. In any two-day period a child should have several servings of food from each of the following groups:

- Cheese, cottage cheese, ice cream, butter, margarine, cream (or whole or condensed milk)

- Fruits and vegetables—at least one serving of dark green vegetables
- Meat, fish, poultry, eggs
- Bread, crackers, cereal, rice, spaghetti

Candy, many kinds of cookies, potato chips, and the like have little food value, are bad for teeth, and spoil appetites for more nutritious foods. Use them only occasionally, if at all, and in small quantities.

If a food is not being digested it may come through in bowel movements. If this happens, the next time chop the food finer or use other foods.

When you give an infant table foods (foods which you serve the older children), be sure the food doesn't contain chunks or stringy material he can choke on such as peanuts, raisins, strings in celery and green beans. Weiners are also very dangerous for infants and toddlers.

Let him handle the spoon when you are feeding him. If you sit behind him as you feed him, he can hold onto the spoon or your hand and learn the movements he will use to feed himself. It may slow you down and make some mess, but he will learn to feed himself sooner.

Encourage him to feed himself finger foods such as crackers, bits of bread or toast, or bits of cheese or meat. He will enjoy using his fingers, and you will be able to let him feed himself.



Let him try drinking from a cup by the time he is 5 or 6 months old. Begin by using a little liquid in the bottom of the cup at first, then increase the amount as he learns to drink more skillfully. Encourage him to hold the cup and the bottle as you feed him; the sooner he learns, the less you will have to help him later.

When he is 9 or 10 months old, he may be able to eat most of what you cook for the others. You will still have to mash up some of the vegetables and cut the meat fine. Food should be prepared without grease or seasoning, except for a little salt.

Have the Right Foods for the School-agers

School-agers need to replenish their energy supply, and they need nutrients for growth and health. They are more independent than young children and like to choose their own snacks. Help them by keeping plenty of high-protein snack foods around such as milk, ice cream, cheese, peanut butter, and cooked meats. Raw fruits and vegetables are also good. Discourage nibbling junk foods.

If you serve breakfast, encourage school-age children to eat a good breakfast even if it means a hamburger, a cheese sandwich, or a peanut butter sandwich with milk. Children who eat a good breakfast usually do better in their school work. A good breakfast helps to discourage the desire for a candy bar at recess.

Good Nutrition Is Your Goal

The simplest, surest way to give children the nutrients they need is to plan menus using the four basic food groups.

The Milk Group

Children ages 2-6 need at least three servings from the milk group daily.



Milk, ice cream, cheese, soups, and custards made with milk furnish important vitamins and minerals such as calcium, which is needed for healthy bones and teeth.

The Bread and Cereal Group

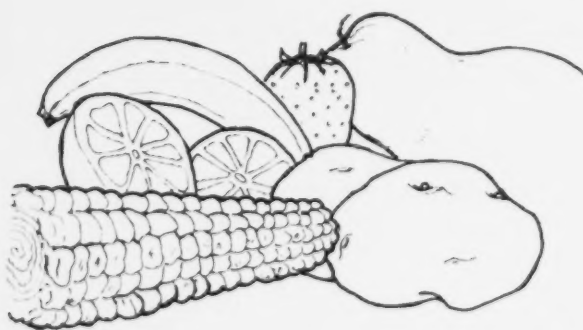
Children ages 2-6 need three or more servings from the bread and cereal group daily. For example, one serving is equal to 1/2-1 slice of bread; 2-4 tablespoons of cooked cereal, macaroni, grits, or rice; 1/3-1/2 cup of ready-to-eat cereal.



Grain products such as enriched or whole grain bread, cereal, rice, macaroni, spaghetti, and crackers furnish energy, B vitamins, and minerals such as iron. Enriched means that vitamins and minerals that were lost in processing the food have been added to the product. Be sure the label states "enriched," "whole wheat," or "whole grain."

The Fruit and Vegetable Group

Children need a total of four or more child-size servings daily from the fruit and vegetable group. One serving equals 1/2-1 medium fruit or vegetable, 1/3-1/2 cup of juice, 2-4 tablespoons of fruit or vegetable.



Fruits and vegetables are rich in many vitamins and are absolutely essential for good health.

Children need one serving every other day of a Vitamin A fruit or vegetable such as:

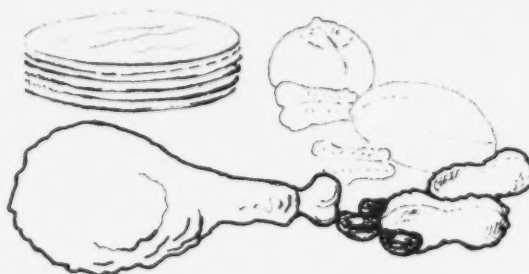
- apricots
- cantaloupes
- broccoli
- carrots
- greens—mustard, turnip
- spinach
- squash—winter
- sweet potatoes

Children need one serving every day of a Vitamin C fruit or vegetable such as:

- oranges
- orange juice
- grapefruits
- grapefruit juice
- mangoes
- strawberries
- tangerines
- cantaloupes
- watermelons
- broccoli
- green peppers
- mustard greens
- tomatoes

The Meat Group

Children 2-6 years need two or more child-size servings from the meat group every day. One serving is 2 ounces of meat, which is about as much as a cooked meat patty 3 inches across



Meat, fish, poultry, eggs, or cheese (with dry beans, dry peas, and peanut butter as alternatives) furnish protein, B vitamins, and iron. (Do not count the same slice of cheese as both meat and milk.)

and 1/2 inch thick. (Note: 2 ounces raw beef = 1 ounce cooked beef.) An example of 1 ounce of meat is one chicken leg. Examples of substitutes equal to 1 ounce of meat are: 2 tablespoons peanut butter, 1/2 cup cooked dried beans or peas, 1 ounce cheese, 1 egg.

Plan Your Food Service Carefully

Good menu planning is the basis of nutrition for the children in your care and your own family. As a caregiver, you will need to plan your menus in advance. Planning menus for a week at a time will help in organizing your time for shopping and preparation. Once menus are planned, they should be posted so the parents can see

them. Let the children help you plan menus occasionally. These menus were planned for five children, ages 2 1/2 through 5, who are in the day home nine to 10 hours.

There are many things to remember while you are planning menus. It helps if you have a quiet time set aside each week to do this so you can devote your complete attention to menu planning.

Check for good nutrition when planning meals and snacks. A child in the day home for five to six hours during the day should be served one-third of her daily food needs. A child there for six hours or longer should be served one-half to two-thirds of her daily food needs. (See chart below.)

Snacks and meals can be used to provide these servings. In general, if each main meal has one serving from each food group, and snacks are used to provide additional nutrients such as protein, vitamins, and minerals, good nutrition will result.

Examples of nutritious snacks:

- Milk, custard, pudding, ice cream, or cheese
- Fresh fruits such as apples, oranges, or bananas; dried fruits such as apricots, prunes, or raisins; fruit juices such as orange-pineapple, grape; frozen juice cubes; canned fruits such as peaches or apricots
- Raw vegetables such as carrots, celery strips, or tomato wedges
- Meats and alternates such as peanut butter, strips of cold luncheon meat, or hard-boiled eggs
- Enriched or whole wheat breads such as crackers, toast, or cereal.

MENU May 5-6					*Planned by Mary	**Planned by Tom
	Breakfast	Snack	Lunch	Snack		
M O N D A Y	Grown of wheat Buttered toast Jelly Milk	Orange juice Graham crackers	*Peanut butter and Honey sandwich Carrot sticks. Banana milk	Cheese toast Apple juice		
T U E S D A Y	Soft-boiled egg Bran muffin margarine Hot Chocolate	Grape juice Bread and butter finger sandwiches	**Fried Chicken Mashed Potatoes Chopped Spinach 1/2 peach Oat meal cookie milk	Cluster of green grapes		

Minimum Servings Per Child by Time in Care

Four Basic Food Groups	Time in Care	
	5-6 hours	6 hours or longer
Milk Group	1 serving	2-3 servings
Bread Group	1 serving	2-3 servings
Fruit and Vegetable Group	2 servings	3-4 servings
Meat Group	1-2 ounces meat or meat substitute	2-4 ounces meat or meat substitute

Ten answers of "yes" to these questions mean good menu planning.

- _____ 1. Are each day's snacks and meals nutritious after adequate servings from the four basic food groups?
- _____ 2. Are the foods used reasonable in cost?
- _____ 3. Can each meal or snack be prepared without a lot of trouble?
- _____ 4. Have I planned my family's meals while planning for the day-home children?
- _____ 5. Are some of the foods I have planned similar to foods children are served at home?
- _____ 6. Do the week's menus include one or more foods prepared in different ways?
- _____ 7. Will each meal be attractive in appearance? For example, will each meal include foods with different textures (crisp, soft, chewy); different temperatures (hot, cold); different shapes (cubes, strips, wedges, circles); and different colors (not all white)?
- _____ 8. Have I included many foods which can be eaten with the fingers (for example, carrot strips, apple wedges, toast strips)?
- _____ 9. Are there foods included which the children can help to prepare?
- _____ 10. Have I included in the week's menus some foods of different cultures? For example, toasted tortillas, bean sprouts, fresh pineapple, spaghetti and meat sauce.

Save Money

Careful planning helps prevent food waste or spoilage when food is kept too long before eating. You can usually save money if you shop a week at a time from a market list prepared from your planned menus. As you make out your food list, check to see what you have on hand.

Here are pointers to help you shop wisely:

- Read labels. Find out what is in foods. Some foods may cost a few cents more if they have been enriched or fortified, but they are worth

the extra pennies because of the nutritional value.

- When buying meat, consider the amount of lean meat, not just the cost per pound. The number of servings you get determines the actual cost. For example, hamburger costs less per pound than ground chuck. However, if most of the hamburger shrinks away when cooked, you really save by buying the ground chuck.
- Buying food in large amounts is more economical than buying in small amounts. However, it is not wise to buy large amounts if you do not have storage or if the food may spoil before you use it.
- Check food prices at more than one grocery store.
- Use non-fat dry milk for cooking. This milk is just as nutritious as whole milk and is much cheaper.
- Serve eggs, cheese, peanut butter, dried beans and peas instead of meat sometimes. Peanut butter, peas, and beans are incomplete sources of protein and need to be accompanied by a small amount of animal protein such as milk, egg, cheese, or meat.
- Buy fresh fruits and vegetables in season. They will be cheaper.
- Do not pay more for brand names. Often, a lesser known brand will cost less but will be equal in nutritional value.
- When buying convenience or partially prepared foods, decide if you are willing to pay the extra cost for the time and labor it saves you. Occasionally, prepared pudding mixes cost less than preparing them from scratch.
- Purchase the style of food items that fits your needs. For example, canned fruits are often less expensive and more convenient for molded salads than fresh fruit.

Save Time

It is important to plan meals and snacks that are nutritious but do not require a lot of time to prepare.

- You may want to use leftovers the day after a food was served. Leftovers are generally more appealing and more eagerly eaten if served in a different form. For example, if you have roast beef one day, you might want to make a stew

with leftover roast beef, vegetables, and potatoes the following day.

- Prepare food ahead of time whenever possible. This gives you more time to devote to the children and to your own family. For example, gelatin salads, potato salads, and meat salads can all be made the night before, as can baked custards and muffins.
- If you have a freezer, there are many creative ways to prepare food ahead of time and store for later use. For example, you might buy 3 pounds of hamburger and cook it all at the same time, using 1 pound for meatloaf, 1 pound for meatballs, and the last pound for hamburger patties. These dishes could then be frozen and used as needed.

Another idea for creative use of the freezer is to store one serving of leftovers on an aluminum tray in the form of homemade TV dinners. Perhaps one day there will be one serving of roast beef, corn, and green beans left. The next day there may be a serving of barbecued weiners, mashed potatoes, and chopped broccoli. After several of these "dinners" accumulate, have a pot-luck lunch for the children. Do not use food which has been served onto the children's plates. Use only food which remains in the cooking pan or serving dish.

Note: The length of time food may be held in the freezer depends on the temperature of the freezer. If the freezer temperature is above zero, food should be held only for a short amount of time—no longer than two weeks. Below zero, food can be held for longer periods. Raw meats should always be frozen unless they are to be used within 24 hours.

- Don't waste time thawing food. The best way to thaw food, either raw or cooked, is to remove it from the freezer 12–24 hours before cooking time and place it in the refrigerator. This eliminates the possibility of bacterial growth from holding food at room temperature for a long time. Larger cuts of meat, such as a roast or turkey, may need to be kept in the refrigerator 36–48 hours to allow thawing.
- Occasionally, quick lunches may be prepared from cans and boxes in your pantry. For instance, prepare a boxed macaroni and cheese dinner according to package directions. Add one 6-ounce can of drained, flaked tuna. Heat this in a moderate oven (350 degrees) until hot. Meanwhile, open and heat a can of mixed

vegetables and open a can of chilled sliced peaches. Serve this with milk and bread, and you have a complete meal in 20 minutes.

- Planning and preparing meals for the children should be done with your own family in mind. You might plan to make enough of a casserole for lunch to serve the family at supper. (This could also be frozen and served several days later.) Molded salads and bread can be made in large enough quantities to serve both the children and your own family.

Save Nutrients

Fresh vegetables

Wash vegetables before cooking. Use the smallest possible amount of water and the shortest cooking time to make the vegetables acceptable. Some of the vitamins and minerals are destroyed by dissolving in the cooking water and overheating.

Canned vegetables

Drain liquids into a saucepan and boil down to one-half or one-third volume. The liquid contains many vitamins and minerals from the vegetables. Add vegetables. Heat, season lightly, and serve. Heat vegetables and liquid together when cooking canned tomatoes and cream-style corn.

Frozen vegetables

Do not thaw frozen vegetables before cooking as they lose food value and flavor rapidly after thawing. Corn-on-the-cob is an exception. Place frozen vegetables in small amounts of boiling, salted water. Cover and bring quickly to a boil. Reduce heat and simmer until tender. Frozen vegetables are partially cooked before freezing. Avoid overcooking them.

Keep Food Safe

The health and safety of the children in your care are too important to be left to chance. Food poisoning can be mild as in a minor stomach upset, or it can be fatal. Give much attention to handling food properly and following sanitary procedures.

An understanding of where and how bacteria grow is valuable in learning how to prepare and store food properly. Temperature and time influence the growth of bacteria. Like other living

things, bacteria need food, warmth, moisture, and time to grow and multiply. Because of this, it is important to:

- serve food soon after cooking or refrigerate promptly. Keep food in the refrigerator until it is served or reheated.
- speed the cooling of large quantities of food by refrigerating in shallow containers.
- keep hot food hot (above 140° F) and cold food cold (below 40° F). Food may not be safe to eat if held at a temperature between 45° and 140°. During preparation, storage, serving, and after meals, food should be kept at safe temperatures.
- thoroughly clean all dishes and utensils and wash surfaces with soap and water after each use. Bacteria can be destroyed by rinsing utensils and work surfaces with chlorine bleach. Mix 1 to 2 tablespoons of bleach with a gallon of water. You need to make a new solution each time because the chlorine bleach oxidizes. Cutting boards, blenders, and can openers particularly need this protection.
- use only clean eggs with sound shells in any recipe in which eggs are not thoroughly cooked such as egg-milk drinks, scrambled eggs, uncooked salad dressing, ice cream, or puddings cooked on top of the range. Cracked or spoiled eggs may contain harmful bacteria.
- avoid refreezing foods that have been thawed to room temperature or that have been held in the refrigerator longer than one day.

- avoid canning vegetables, meat, or poultry in a boiling water bath, an oven, a steamer without pressure, or an open kettle. These methods do not heat the product enough to kill certain bacteria. They must be canned in a pressure cooker by following carefully the time and temperature directions.

While spoilage cannot always be detected by smelling or looking at food, if the odor or color of any food is poor or questionable, get rid of it. The food may be dangerous.

Teach children how to handle food carefully so it does not become contaminated with bacteria. When the children work with food, teach them the importance of working with clean hands and clean utensils. They should be taught to mix foods with clean utensils instead of their hands whenever possible.

They can also be taught to wash their hands with soap and water after touching raw meat or eggs and before working with another food. Children especially need to be taught not to use the same spoon to taste food that is being used to mix food.

The material in this section was adapted from *Food Service for Day Care Centers, Menu Planning for Day Care Centers*, City of Houston Health Department, Nutrition Services and Health Education Division, January, 1973, Second Edition, and from *Infant Care*, U.S. Department of Health, Education and Welfare, Office of Child Development, Children's Bureau, 1973.

Get Organized

Section 5

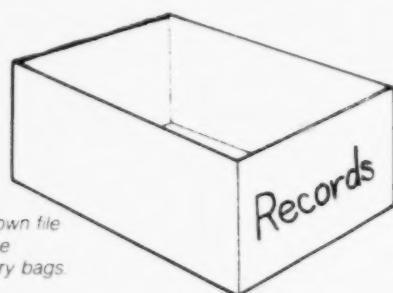
A day-home caregiver is a business person as well as a homemaker. Getting organized to do both roles is neither quick nor easy, but it pays off in the long run for these and other reasons:

- You will have more time for the children, your family, and yourself.
- You can expect to save money.
- The children's parents are much more likely to understand what you are doing and why and to assume responsibility.
- Children need the security and opportunity to develop the independence a well-organized day home provides. Children quickly learn to help if they understand what to do.
- You will prevent problems. If emergencies arise, you will be in a better position to handle them.
- Job satisfaction is very important. Good management contributes a great deal to your feeling of success. Strive for efficiency and find that you are effective.

Set Up a System for Keeping Your Records

Get containers that you can move around for your records. For example, if you use a cardboard box, you can carry it to the kitchen table and do office work while the children are asleep. Store your records away from the children.

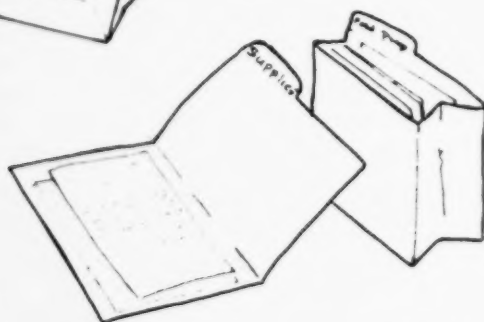
Find a plain box or cover one with adhesive-backed, plastic-coated paper. You can also use a dresser drawer or a small file cabinet.



Purchase large brown file envelopes, or make folders from grocery bags.



Decide what you want in your file, and label each folder.



Have one folder for each child in which you keep:

- information sheet on child,
- doctor's statement,
- immunizations record,
- permission to give medication, and
- other information about the child.

Divide your file into sections. Make dividers from stiff cardboard and label in big letters. Then put your folders in the appropriate sections, such as:

1. Children in Care

Attendance record
Separate folders for each child
Immunization summary

2. Business Records

Payment records
Bills
Income tax information
Information from Department of Human Services
Correspondence

3. Children's Activities

Weekly plans
Toy ideas
Holiday ideas
Games
Art recipes
Excursions
Texas Child Care Quarterly

4. Food Preparation

Weekly menus
Recipes
Food ideas

5. Supplies

Blank forms
Extra paper
Carbon paper

You may want another box for the resource materials you collect and the pamphlets you are studying. You may also want a separate foods file. Frequently, caregivers begin with one box and add others as needed.

Keep records to help you save on your income tax.

A number of the costs of running your family day home may be deductible from your income tax as business expenses. People who have never done this are usually surprised at how small items add up and how easy it is to keep records if one does it regularly.

It is necessary to keep accurate and complete records of what you spend as well as receipts to prove your expenditures. Here are some of the things which may be deductible:

- depreciation on the part of your home that the children use;
- maintenance expenses such as repairing a broken chair or painting the children's playroom;

- utility expenses such as the extra water, electricity, and gas you use because the children are in your home;
- special safety needs such as covers for electrical outlets and fire extinguishers;
- supplies and small equipment for the children, such as art materials, blocks, records, and books;
- food and preparation and service equipment purchased because of the children;
- expendable supplies such as cleansing tissue, soap, and disposable diapers;
- insurance; and
- telephone or telephone extension if you put in one because of the children.

The Internal Revenue Service has written information to help you and will also answer questions.

Simplify Communication

Use Written or Printed Materials Where Possible

Forms and written information sheets require extra time at first, but save a tremendous amount of time in the long run. They also ensure that you and the parents have the information you both need. See Appendix 4 for sample forms.

Put Up a First-aid Chart

Mount a first-aid chart near the place you expect to give first aid most frequently. This may be on the bathroom wall near the lavatory and first-aid supplies.

Keep a Market List in Your Kitchen

Put a piece of paper or a pad on the kitchen wall or inside a cabinet door. Write down your food and household needs as you run out of items. You can probably teach your family to do this, too.

Use Bulletin Boards

Use bulletin boards for informational and display purposes. For example, consider a bulletin board as a place where everybody goes for information. Place it in a central location, perhaps by the telephone. Hang this type bulletin board so the children can't reach it.

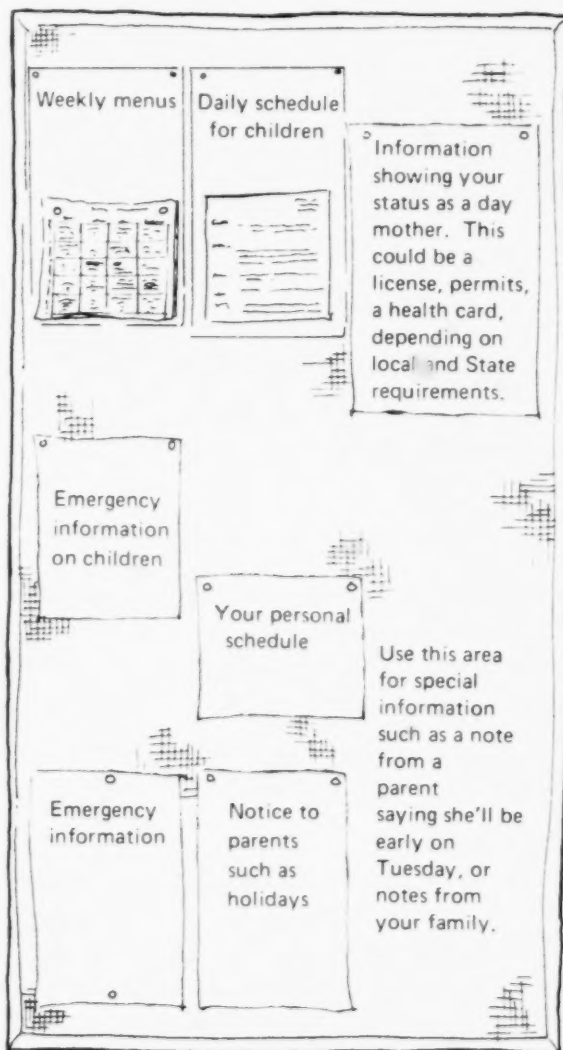
Children like to have their own bulletin board at their eye level. You and they will have lots of

fun putting up such things as their names, pictures cut from magazines, and their artwork.

You may wish to place a small bulletin board in a more private place just for the older children. They can mount such things as their schedule of activities, and you can tell them such things as what is for snack.

Organize Your Bulletin Board

The bulletin board for basic information can be organized so everyone using it will know just where to look for what is needed.



To attach items to a bulletin board, pin through paper and fabric as shown. Thumbtacks are safe to use on thicker cork boards but they fall from

cardboard. Some people roll tape with the sticky side out and fasten permanent items. See Appendix 3k for directions for making a bulletin board.

Help Children and Parents Assume Responsibility

Plan a Place for the Children to Store Their Belongings

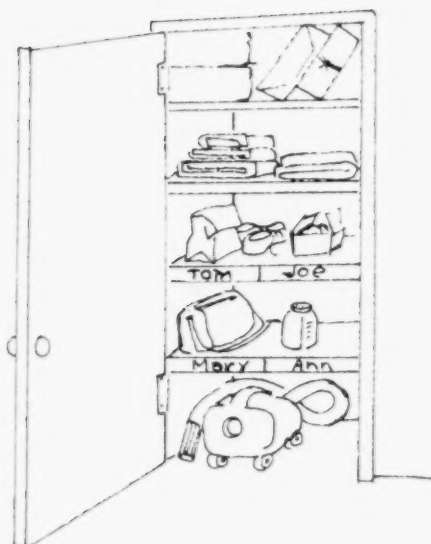
Plan a hook for wraps, rain gear, and other hanging items. This should be sturdy and low enough for the children to reach. It might be in the hall or on a closet door.



Plan storage boxes for treasures and extra clothes. Keep each child's belongings separate from those of other day children and from those of your own family. Each child should feel that he has a storage space that is his alone.

Make Things Convenient for the Children

Children can learn to be independent in the bathroom if you place toilet paper and paper towels within their reach. See Appendix 3g for directions on making a clothing hook and an individual wash cloth holder.



Parents will be more independent and helpful if you have a specific place for them to leave extra clothes and pick up soiled items.

Plan So Parents Can Assume Responsibility

Encourage parents to label their children's belongings, and insist that they label baby bottles.

Note: Invest in a roll of 1/2-inch or 1-inch masking tape and a marking pen. Use these to label things such as where the children's belongings go.

Plan for Use of Space, Equipment, and Materials

Use Space in a Flexible Way

The ages and numbers of children you will care for may vary. Even if you keep the same children for two or three years, changes will have to be made from time to time since children's capabilities and interests change rapidly.

Some space will be used by your family and the day children as well. Furniture may need to be moved or pictures hung at the children's eye level with masking tape if you don't want them hung low permanently.

Plan space so everyone concerned understands what and how it may be used. Just saying, "They can use my whole house," won't work in many homes, particularly if the children are under school-age.

In day-care centers where there are larger groups of children, teachers arrange interest areas and consider the space, equipment, and materials for each. In a day home, one need not do this as distinctly. However, children are interested in the same sorts of things wherever they are. The caregiver should plan for the children to have books available, a variety of toys to play with, and equipment necessary for the other activities discussed in this guide. The day children will not climb on adult furniture or try to get into your things if what they want and need is where they can see and reach.

Provide Space to Meet Different Needs

Plan the use of space so you will know what the children are doing. Plan so that those children with like interests can be together.

Plan for open floor space to be used for activities such as building with blocks, and for active play such as dancing. Be sure to plan space for messy activities.

Plan enough space so children can have privacy, too. This may mean moving furniture around or even storing a piece or two with a friend while you care for children. One day-home caregiver uses her living room for the day children's play. On Sunday night she moves one of her big chairs to her bedroom and returns it on Friday afternoon. Every morning she moves the TV set and the table lamp to the bedroom, too. Then she turns the couch at an angle so the older children can build with blocks behind the couch and be less likely to have the toddlers interfere. Her own child, age 4, helps her with the daily preparations and afternoon straightening.

Have Equipment for Table Play and Sitting

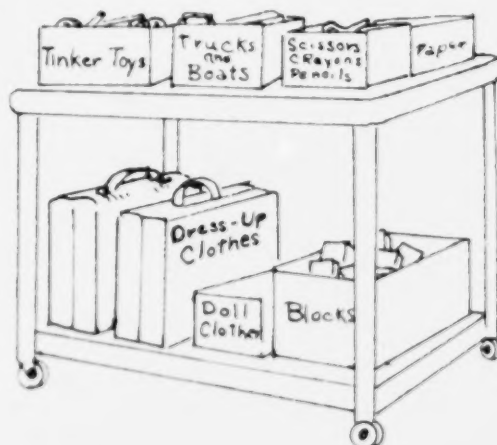
Although children can and should do many things on the floor, a table and chairs their size are wise investments. Spills are less likely to occur when painting and drinking are done at a table. Pieces of small toys are easier to keep up with. When toddlers interfere too much, the older children might sit at an adult table or on the other side of a barrier.

Have Convenient Storage for the Things Children Use

Toy boxes or chests are not appropriate because children have to make a mess to find any-

thing. Toys get broken more easily, too.

Day-home caregivers have come up with all sorts of clever ways of putting things in easy reach. One has a tea cart she bought at a garage sale which she keeps loaded and rolls in daily. The children know exactly which container to go to for scissors, crayons, paper, different toys, and other items.



Another caregiver has a child's wagon in which she stores items the children are currently using. During the day the items are lined up on the couch so the children can choose what they want to play with.

The tray system for arranging supplies or simply for getting things together works very well. Another caregiver cuts 24-by-12 inch cardboard boxes to about a 3-inch height. Then she places in them the things to be used together. The child may work from one of these trays.

Plan for Small Equipment and Materials

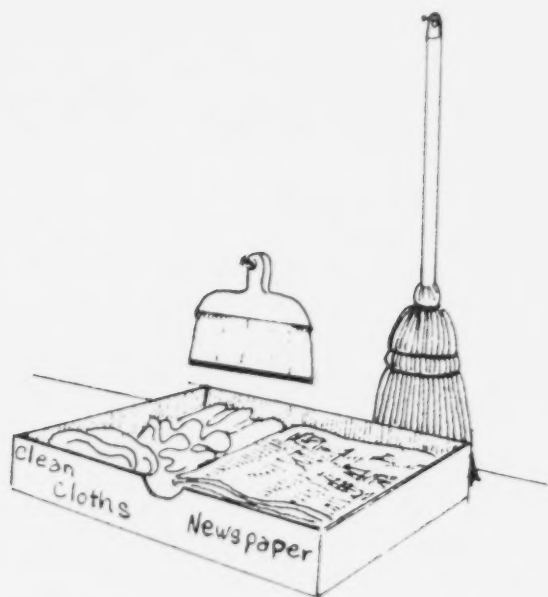
You are encouraged to use what you have and to be creative about getting or making what the children need. In addition to the items mentioned elsewhere, you will want some toys such as dolls, building blocks, and small cars and trucks. Get sturdy, safe toys that serve several purposes. Keep only a few out at a time, and rotate their use.

Get in the habit of having things ready ahead of time and always providing what you say you will. Keep a few emergency materials ready to use if something you planned didn't work well or the children need a change of activities.

Also plan storage for items such as egg cartons and oatmeal boxes that you are saving for the children to use in the future. This might be in a box beneath your bed, under the kitchen sink, or in a sack hung high in a closet.

Make Cleanup Easier

Provide a child's broom and a small dustpan on hooks. Keep cut newspapers and cloths handy for soaking up spills.



Plan Schedules for You and the Children

Children Understand Doing Things in a Certain Order

Doing things in order is more important than clock time. Children depend on this. Grown-ups do, too. Even if you care for only one child, this is important.

For example, in the summer when the child arrives, you, your son, and your day child get out the stored outdoor toys and go to the yard. Soon the children will understand that when they return to the inside they will toilet if they wish, but it is time to wash. Following that, you will read to them or look at pictures together or talk about the day's plans. Next, the three of you may prepare a snack. After snack they play with toys indoors.

You watch through the door as you do some light chores such as preparing the beds for naps or washing the juice glasses, and so on. Gradually, you all will learn what comes next even though none of you does exactly the same thing every day.

Watch the Clock for Routines

Children depend on a schedule for routines. Unless a child is tired, unhappy, or sick, you will want to watch the clock for food services and nap. If you are helping a youngster learn to use the toilet, you will be watching the clock for that, too. You may need to keep a record of the length of naps if the parents request it.

If you care for children of varying ages, try to get an idea about their home schedules. You should at least find out when they got up and what they had for breakfast. Then you will have some idea about when they may need to eat and nap. Write everybody's schedule down and then make the master schedule for you and the children. Post this master schedule on the bulletin board or some place you can see it easily. Then you will have a sequence schedule for everyone and any clock times you need to remember. Combining the schedules isn't easy at first. Until you get used to doing it, you will be wise to have as many home chores as possible done ahead of time.

It helps sometimes to have messy art with the older children while the baby is asleep. Provide the older children with an activity they can handle alone while you feed the baby.

If you have school-agers, watch your clock so you will not be working with the younger children when the older children arrive and can be available to give them direct, personal attention. Tell the younger ones the school-age child wants to work alone in the kitchen if that is what she requests.

Work Out a Weekly Schedule for Yourself

Plan a weekly schedule to help you remember all you need to do for your own family, yourself, and your day children.

For a while, you may need to write down a daily schedule for yourself, too. Encourage your family to plan ahead. Ask your school-age children to prepare a schedule of their activities for their bulletin board.

Personal Weekly Schedule

Monday	Naptime	Work on children's activities for the rest of the week.
	Night	Study for an hour or so.
Tuesday	Naptime	Prepare supper for family.
	6:30-8 p.m.	Attend training session.
Wednesday	Naptime	Plan children's activities for the next week.
Thursday	Naptime	Plan meals and snacks for next week.
Friday	Naptime	Do bookkeeping. Write reports.
Saturday	Morning	Market.
		Prepare casseroles and foods to be frozen.

Don't Let Adult Chores Interfere With Care

The needs of children are always considered first. This is not to say that day mothers cannot do home-related tasks. In fact, some experience in home operation is important for children. They learn a great deal by observing adult work and by playing at housekeeping themselves.

Provide housekeeping equipment for the children to use when they wish. Small, clean rags can be dust cloths and swab mops can be made by tying a rolled cloth to a stick. There are flat plastic bottles which can be cut down to dustpan size. A child-size broom is a good investment or make one by trimming an old adult broom and shortening the handle. Save plastic lids for plates and search for other play dishes for them to wash.

Since day-home caregivers are alone when they provide care, they have to spend a little time during the day attending to chores related to the day program. Examples are sweeping up crumbs after an indoor snack or washing paste cups. These activities don't take long, are necessary, and the children can help.

Emergency chores such as changing a burned out light bulb or driving in a loose nail can be done with the children present if safety precautions are taken and the children are not left alone.

Some caregivers do nothing unrelated to the children during the day except emergency chores and food service preparation and cleaning. Others wait until the baby is taking a morning nap and the older children are using play dough before they do any type chore. Some household chores must be left until the day children are gone. Examples are mopping the whole house, which is disruptive, or ironing, which keeps you in one place and is hazardous.

Many caregivers talk, sing, and play word-action games with the children as they do routine and emergency chores. Made-up songs such as "Sweep-ing, sweep-ing, we're sweep-ing up our crumbs" fascinate the children. Simple games such as, "For snack we're having something round and orange. Janie, could it be a big ball? Adam, could it be an egg?" and so on, are fun and can hold the children's attention as the caregiver is cutting oranges in the kitchen.

More information on operating a family day home is available through the *Texas Child Care Quarterly*. The series, "Running a Family Day-home Business," in the Fall 1986 and Winter 1986 issues cover such topics as writing policies, collecting fees, and keeping records for tax purposes.

**Help
Children
Grow and
Learn**

Section 6

Children can be safe, comfortable, and have plenty of nutritious food. They and their parents can be secure with you. But this is not enough for infants, young children, or school-agers.

To an infant, you are a special person who responds to his needs, interacts with him as a person, and helps his growth in many ways. To a young child, you are a model, a friend, a teacher—the person who, for many hours a day, talks with, encourages, praises, and protects him. You provide interesting experiences with people and things that are necessary if a child is to develop as he can and should. To the school-ager, you are a friend and a helper. You provide a home base until the school-ager goes to her own home. You see that she has the change of pace that she needs.

Regardless of their ages, make what you give them personal and, at the same time, nurture the family feeling. Determine the interests and capabilities of each child. Then look at what you are providing. It is hoped that this part of the guide will help you find new and interesting ways to make your home a special place for children.

One caregiver who had reared her own family before she decided to care for other people's children commented, "I would have been a lot better mother if I had been a day-home caregiver first. What I've learned to do as a caregiver makes sense and is fun."

Show Infants That You Really Care

Infants feel loved when their needs are readily met. They feel loved when they are well fed and comfortable, and when mealtimes, diaper changes, and baths are personalized, happy, relaxed events. They feel loved when you talk to, sing to, and smile at them. They feel loved when they are gently but securely held and handled. Infants feel loved when adults relate to them as people worthy of being loved.

Provide Learning Experiences

Use diapering and bathing times to smile and talk to the baby. Play touching, patting, and simple rhythm games.



Provide interesting things to entertain the infant. You may provide such things as mobiles to watch, wind chimes to listen to, rattles to shake, wash-cloth dolls to cuddle, and cradle gyms to kick. See Appendix 3b.

As infants begin to sit up and crawl around, they need toys with which they can do things. Here are some things they like:

- **Mirrors**

If possible, purchase an unbreakable, polished metal mirror with a wooden frame, made especially for children. They are very sturdy and will help children identify themselves.

- **Bags**

Purses, baskets, satchels, and small buckets are treasured by toddlers to carry, fill, dump, and fill again.

- **Lids**

Save brightly colored, smooth, metal lids of various sizes. Keep them together in a large coffee can. Small children enjoy dropping lids into the can and hearing the sound the lids make clinking together.

- **Boxes**

Boxes are great for playing pretend games, pushing toys around, resting in, and crawling inside and hiding.

Note how the caregiver is approving of the child's activity but not doing it with him. You shouldn't spend all your time with a child even if you don't have other responsibilities. A child needs to explore independently and entertain himself.



The following suggestions are directed toward older children primarily, but infants can participate in many activities in a modified way. For example, you will probably get library books frequently to read to the children. If you can't find sturdy, simple books for your infants, try looking at a few pages in an older child's book and naming objects.

Keep in mind always that the choice of any activity must be based on your observation of the infant's or child's capabilities. Activities must be selected for each child according to what she enjoys or her development needs. There is no list of activities that will be exactly right for any child. It is up to you to think about the child, and try out activities with her.

Plan for the Children to Learn Through Experiences With Food



Children enjoy almost anything that pertains to food. The important thing is that they have many chances to be involved. Babies learn that the sound of a spoon against a bowl means food and may grab for the bowl. Toddlers like to feel an orange and watch you squeeze the juice. Their part in baking may be only to stack measuring cups or lick the spoon while they sit safely at feeding tables.

It is surprising how easily children can really be of help to you. Older children like to do things like

setting the table, clearing the table, and placing a flower in a vase for a centerpiece. For snack, they can take turns serving one another.

You need not spend extra money for the children to have experiences with food preparation. Just think about the possibilities when you plan menus and shop. Never let the children waste food.



Activities can be simple. The child pictured here is making a spread. Put a little softened cream cheese in an unbreakable mixing bowl. Gradually add a small amount of milk as a child stirs. Use beet juice to color. Spread on a graham cracker or whole wheat cracker.

Older children will enjoy decorating with several colors. Let them add vegetable colors to small quantities of spread. Make designs by applying the spread with toothpicks.

Children of different ages can prepare the same foods. Just expect that their learning and their products will be different.

Explore familiar foods and try new ones. Apples come in several colors and shapes. In the fall when they are fresher, more plentiful, and cheaper, plan to eat them often. Begin by purchasing at least three kinds. You might get:

- Red Delicious
- Winesap
- Golden Delicious

Serve the Delicious apples raw as a snack, salad, or dessert. Bake Winesap apples, make applesauce, candied apples, or apple tarts. Chopped apples are delicious in pancakes. De-

pending on the age and development of the children in your care, you and they may compare color, shape, size, odor, and taste.

There is an almost endless list of things you and they can do with foods. Try plumping raisins in water, freezing single grapes, cracking nuts, and opening green bean pods. Do things that require a little more time, such as popping corn, measuring ingredients, making cornbread, peeling hard-cooked eggs, and preparing vegetables for soup. Make cinnamon rolls from canned biscuits, or make sandwiches or lemonade.

Provide Experiences Using Kitchen Utensils and a Variety of Materials

Part of the fun of food preparation is learning about different methods of preparation such as scraping, sifting, stirring, beating, and straining. It is also fun to learn about different utensils such as those shown below. The children can use a variety of non-edible materials with food service equipment if you are willing. Sometimes we prefer not to let children use our good equipment because of the wear and tear on the equipment. Maybe you can find some utensils at a garage sale that the children could use. Check to be sure there are no loose wires, sharp edges, or other dangers on the implements you provide.



Egg beater with soap flakes and water.



Strainer with sand



Clothespins in pan.



Specialty items such as plastic juicers, tea balls, spatulas, funnels, and corks



Measuring cups and spoons with liquid and dry ingredients



Muffin tins with rocks

Provide Things for Dress Up

If you wear an apron when you help the children paint or a scarf around your head when you are in the yard, you may see some child trying to wear his sweater for an apron or putting on a "play-like" scarf. You may also see a child acting out a character he saw on television, being a cuddly kitten, or perhaps using a stick horse as a policeman's motorcycle.

This is one of the ways children learn. You can help them by providing what they need and by encouraging them to use things they think of. Collect cast-off clothes such as men's socks, women's blouses, boys' shirts, purses, wallets, or young girls' skirts. Illustrated below are some ideas for things you and the older children can make quickly from grocery bags, ice cream cartons, strips of old sheets, and other items. Perhaps the most important ingredient is your imagination.



The older children pictured below have actually planned what they want to do and are playing a rather complicated game. Note the bonnet and coonskin cap made from grocery bags. The boy's jacket is made from a denim shirt cut off and fringed.



- package of large-size crayons (1/2" in diameter);
- several pairs of blunt scissors;
- paste, homemade*;
- cotton swabs, sticks, or stiff pieces of cardboard for spreading paste;
- paper such as grocery bags, cardboard, catalogs, magazines, calendars, and newspapers;
- poster paint—water-soluble, non-poisonous;
- paint brush, old toothbrush, or swab made by tying a cloth to the end of a stick;
- boxes, leaves, other objects children can paint;
- spools, small cans, odd pieces of wood, and other interesting objects;
- fabric scraps, buttons, bits of ric-rac, trims for pasting; and
- play dough, homemade*.

*See Appendix 3h for recipes.

Making a collage (pasting)

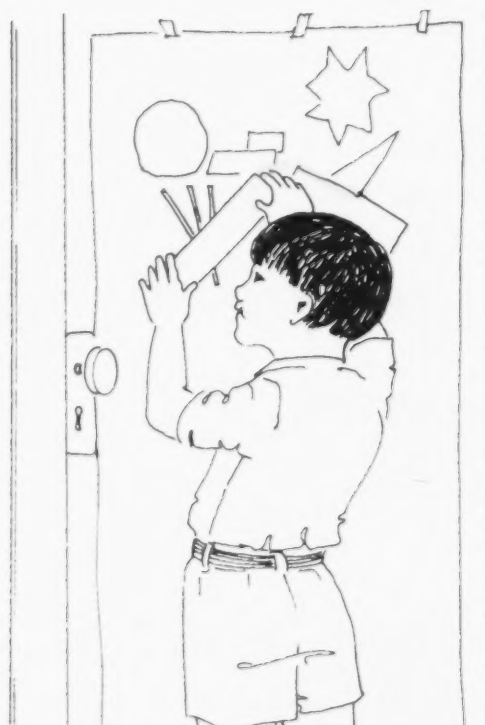
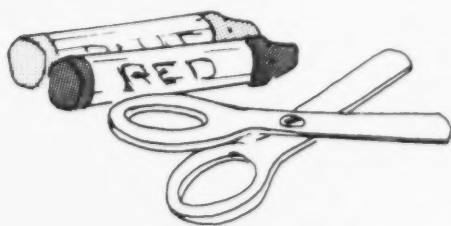
Note the small, odd-shaped pieces of paper and other items the child is using. He is pasting these on an opened grocery bag taped to a door.

Have Art Materials Handy

Encourage your children to be creative by providing many experiences with art materials. They can color, cut, paste, paint, and do other things in a variety of ways.

It only takes a small amount of money and some effort. Children and their parents often like to save materials such as egg cartons and scraps of pretty paper. You are encouraged to become a saver yourself.

This list of art materials will help you get started:



Finger painting

Use a pan for wash-up and an old shirt to protect clothes. Children finger paint with soupy paste to which tempera paint has been added. Add a little detergent to the mixture to make it easier to wash off the children and their clothing.



Cutting

Cutting takes a lot of practice. Provide blunt-ended scissors that really cut. Teach the children to carry them safely.

Enjoy Music With Your Children

Children respond to music naturally and with great pleasure. Grown-ups are often too embarrassed. Perhaps day-home caregivers have an advantage, since they can enjoy expressing themselves without being embarrassed by another adult watching. The children will like what you do and what you encourage them to do.

Children can also enjoy their own music by hitting sticks together or beating drums made from coffee cans with the plastic lids left on. Even the floor can be a drum. Just look around. Your home is full of items that will produce interesting sounds.

Children enjoy musical dramatics using balloons or strips of cloth or paper. Children need little encouragement to chant "POUND, pound, POUND, pound," as they work with play dough, to sing as they swing, or to pick up the "chop, chop" rhythm you make as you chop cabbage for a salad.

Besides being fun, music serves other purposes. Active music substitutes for outdoor play on rainy days. Quiet music helps children relax. Children can increase their ability to communicate by singing and dancing. Adults can help children think about what needs doing by singing or chanting, "This is the way Andy puts on his coat," or "Let's put the toys on the shelves." See Appendix 3i.



This day mother is using a record player. She might have found dance music on the radio or made her own music by singing. The children could have enjoyed the same music by using instruments. Even though the adult is resting now, she is obviously a part of the activity.

Go Outdoors Every Day

Arrange the daily schedule so the children are outside when the yard is most inviting and interesting. In the summer, go out as soon as the children arrive. In the winter, go out after morning snack or later. At first, caregivers may have to discipline themselves to go outside daily. Once they get in the habit, they share the children's enthusiasm.

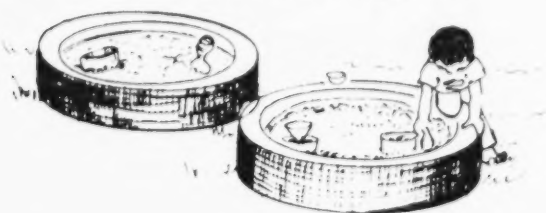
Keep in mind that being outside is good for the children. Then the trouble of figuring out ways to get rid of the "dirt" problem is worth it. Put a pan by the door for hand-foot rinsing before going inside. In the summer, if the children get muddy, hose them off. Provide a doormat for foot scraping. Teach the children how to use it. If the yard is dusty, it can be sprinkled with water.

Plan the yard for the children so it becomes a place for creative activity, experimenting, and lots of special activities. It should be a relaxing place and a change of pace for both the children and the day mother. Have equipment which can be used in several ways by all ages, can be cared for easily, and can be stored. Expect to take a few items inside for active play in bad weather. Plan for at least one wheeled toy—preferably a wagon. If you need a ladder, buy one the children can use, too. Ideas for things you can make are in this section and in Appendix 3a.

Encourage the Children to Dig

Dirt, sand, leaves, twigs, seeds, and bird feathers are just a few of the things you may have in your yard which are excellent play materials for children. Expect the children to use dirt or sand all year and other items as you find them.

Control sand by making a sand box using tires.



One caregiver chose a section of the yard, called it the digging area, and persuaded her

teen-age son to loosen the dirt occasionally. In warm weather, part of the digging area became a mud area which the children enjoyed.

The secret to successful dirt-mud-sand play is the quality and quantity of tools you provide.

Learn About Nature

Take walks to study nature or look for science in your own yard. A small strip of your yard by your fence or house can become the children's garden. Locate it away from the regular digging area and where people won't step on it. Some day mothers have made tire planters. Others have used movable containers.



Ask a nearby cafe or school lunch room to save gallon cans or big plastic bottles for you. Punch holes in the bottom for drainage. Otherwise, the children will probably drown their plants. If you aren't a gardener, try to get help with soil preparation and the use of organic matter and fertilizer.

Let the children participate in the whole process from watching you punch holes in the containers to gathering and washing vegetables.

Many vegetables grow well in containers. Lettuce, beets, pinto beans, and other vegetables like cooler weather or shade in hot weather. Always follow planting directions on seed packets.

Plants for Eating

A few ideas to start you thinking:

- Lettuce leaves can be picked when the plants are an inch high. Eat leaves by themselves or put in sandwiches.
- Beet plants may be pulled when they are 3- or 4-inches high. Cook the roots and leaves together. Leave a couple of beets to mature.
- Pinto beans grow very rapidly and if kept picked, will produce for a long time.

Plants for Watching

Sprouting sweet potatoes and onions make attractive indoor plants when placed in water. Carrot, turnip, and pineapple tops grow in water, too. Plant the seeds from avocados, oranges, and other fruits and vegetables.



Teach the Children to Respect Plants and Animals

Once an adult has some knowledge of plants and animals, the adult can serve as a model for the children by showing interest in and respect for nature. It is amazing how quickly children become absorbed in the many interesting goings-on when they are outside.

Animals and plants are necessary for humans to exist. While we get satisfaction and pleasure from plant and animal life, we must also be aware that there can be dangers.

Some of the beautiful plants, shrubs, and trees we see every day may be poisonous. Others may have a non-poisonous, even an edible, part and also a poisonous part. Some of these are pictured in Appendix 1c. You can protect the children in your care from plant dangers by doing the following:

- Remove from your yard plants, shrubs, and trees that are not safe. Plant only those you know are safe.
- Be alert to poisonous plants when you and the children leave your yard.
- Teach the children not to put parts of plants in their mouths until you have determined that they are food and ready to eat.

Children are naturally interested in anything that moves, so we have to learn enough about insects and their relatives to:

- determine which are generally dangerous to humans, such as the housefly, which carries disease.
- determine which are dangerous for some humans. For example, one person may be very allergic to a wasp's sting, another may not. Be sure you know whether any of your children have allergies.
- determine which are very helpful to humans but must be left alone, such as the honey bee.
- determine which the children can safely play near or with, such as sow bugs.

To protect children from possible insect dangers, teach them to:

- leave any insect alone that has not been observed by the adult as being safe. They should not disturb or touch the insect until you determine it is safe to do so.
- handle only those insects that have been identified as harmless. Always release insects unharmed.
- make slow, easy movements so as not to excite insects that sting. For example, hold still until a stinging caterpillar moves from a bare arm to a twig or the ground.
- tell you if they have been stung and show you the insect, if possible.

Add Special Activities to Day-home Care

Special activities are simple and easy to find or do. They may occur out-of-the-blue but usually are planned at least a few minutes ahead of time with the children. Children remember these special times with pleasure and are likely to share them with their families. Special activities fight boredom and stimulate new activities.

Go on Simple Excursions

It is a special occasion when children walk down the block to see a crepe myrtle bush in bloom, gather a few pecans from beneath a neighbor's tree, or watch a telephone lineman work.

If the grocery store is near enough, you and the children may walk to get a pumpkin for a Halloween jack-o'-lantern. One caregiver and her three children go for library books once a week. Usually they take the wagon so the books and sometimes the children can be hauled home.

Excursions by car can be successful, too, but you should always check the route and destination ahead of time. Plan so you don't travel in heavy traffic, mix in big crowds, or go far enough for the children to get tired. Get approval from the parents, and ask another adult to accompany you. Be mindful of the safety rules for automobile use. See Appendix 1b.

Note: Visits away from the day home during holidays are usually unwise. If the parents want their children to see Santa Claus or watch a parade, suggest that they take their own children.

Consider All Possibilities

Alter a routine. Serve a snack outside. Change the arrangement of the furniture in your living room slightly so the children have more play space.

Develop a positive attitude toward the simple things. Overcome your fear of earthworms or your dislike of pill bugs. Teach the children about lady bugs, doodle bugs, earthworms, pill bugs, and other interesting and helpful animal life in your yard. See Appendix 1d.

Remember that how your children respond to seeing a robin feeding in the corner of your yard or finding the first bean on their vines depends largely on you. Respond with enthusiasm to a

child's interest, so he will continue to make many discoveries.

Provide a special activity. Invite a friend to play the guitar and sing with the children. Ask a carpenter to demonstrate the use of his tools for the children.

Celebrate Special Occasions

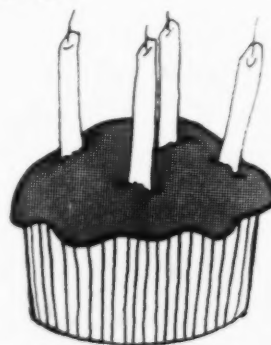
Special occasions build pleasant memories for children, are a change from the routine for you, and link your home with theirs. So celebrate special occasions, make them fun, and share them with the children's families. Don't try to do anything fancy or expensive. Children care more about your attitude and being a part of whatever is done in your home.

Refreshments are an important part of a festive time. In addition to eating, the children and you may decide to do some of the following: sing, dance, decorate the table, decorate a room, make favors, make placecards, make paper hats, dress up, or invite someone special to join you.

Birthdays

*Happy Birthday to you,
Happy Birthday to you,
Happy Birthday, dear Kathy,
Happy Birthday to you.*

*Feliz Cumpleaños,
Feliz Cumpleaños,
Este día es de Kathy,
Feliz Cumpleaños.*



Make cupcakes with the children. Be sure the birthday child has the first turn with such things as mixing the batter. Let her choose the icing color and place the candles. Cupcakes are recommended because some can be enjoyed during the day and the remainder shared with the child's family.

Children will enjoy celebrating your birthday. Your husband may be willing to come home long enough for the children to celebrate his birthday, too.

Holidays

Plan for holidays carefully keeping in mind the age and excitability of the children. Allow for children's active preparation for a holiday, but don't start too far in advance of the actual holiday.

It is important to keep the celebration of holidays special for your own children and the day children. Be sure both groups of children understand what the plans are and that neither feels cheated. For example, at Christmas your own children may want to decorate the front door and the living room after the day children have gone. The day children may make decorations, too, but can take them home daily for their own trees. That way your home will really belong to your own children every night.

For Mother's Day and Father's Day, you may wish to concentrate on individual gift-making. Remembrances such as a card for the child's entire family would be appropriate for Valentine's Day. Something the child could take home for use or display might be best for Veteran's Day or Halloween.



A painted rock used as a paper weight

A handmade Valentine card



Small plant grown as a gift for mother or father

Basket made from a large bleach bottle for Easter or May Day

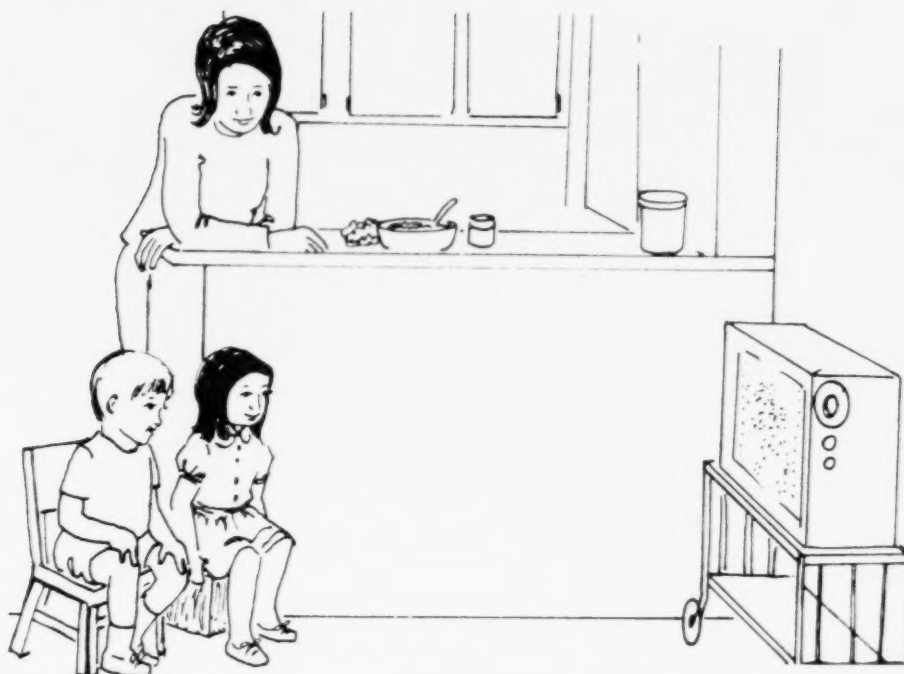


Halloween trick or treat sack made from a grocery bag

Paper flag for Veteran's Day



Projects need to be done by the children. If you do most of the work, then it's not the child's gift, it's yours. Plan gift-making with the children's abilities and interests in mind. Sometimes very young children will not want to give something away that they have made. Understand and allow for individual feelings. If a child does not want to make or give a gift, accept his decision.



Go Easy With Television

If you know a television program is about something children understand, and is one that won't upset or overexcite them, let them watch if they wish—for limited periods. If you can't sit and watch with them, monitor the program and keep an eye on the children. Be sure there is no glare and the children are several feet away from the set. Turn off the set when the program is over, and leave it off until the children have gone home. Don't use television as a method of keeping children quiet. Children need to be doing things with real people. They need to talk and listen. They must have exercise. They should play both outdoors and indoors. Television cannot meet these needs.

Provide a Relaxed, Pleasant Change for School-age Children

The school-age child may spend much of the day away from you in large group activity or in a structured routine. Let her know she is special in your home and that you understand her need for a change of pace.

Then negotiate and write down rules for behavior and limits of freedom with the school-ager. If a rule is violated, refer to the list you both agreed

on and discuss whether the rule should be changed. Share the procedure and rules with the parents.

The caregiver shown in the picture below has the two younger children in her care occupied happily while she chats with the school-age child. She's keeping her eye on the others, but she knows that her undivided attention, however brief, is important to the school-ager.



The bulletin board and the two storage shelves are for the school-age child to use.

She hangs her jacket in a special place in another room and may have other space in the home allocated to her.

Provide for the Interests of Each School-ager

The school-ager may want to do something alone. Frequently, he just wants to do something different from what he did at school. Listening to music and reading for fun are favorite activities.



Give the school-agers a little help in planning, and you can expect them to do many types of arts and crafts as well as food projects. Frequently they overestimate what they can do in a certain amount of time. They are usually more concerned with the project they are working on than the mess they may be making. You may need to remind them to protect their clothes, spread newspapers, clean brushes outside, find drying spots, and prepare areas for storing materials and unfinished projects.

Encourage the School-ager to Go Outside

Share with your school-ager some of the things you did as a youngster such as hop-scotch, broad jumping, acrobatics, jumping rope, and walking on coffee can stilts. Dancing inside or outside is a favorite activity and one which younger children like to copy.

Homestyle basketball requires little space. The basket itself may be made by removing the bottom from a round metal or plastic wastebasket large enough for the ball to drop through. A flattened tin can (both ends removed) can be used to reinforce the inside of the basket so nails or screws will not pull through.



A plastic mesh bag stuffed with crumpled newspaper or clean rags can be used for practice throwing even though it won't bounce.

Some school-age children may want to have gardening or animal projects or perhaps help you and the younger children get a project started. Simple construction using wood scraps is another possibility. School-agers can make their own games and props for play.

If you have more than one school-age child in care and they get along well together, they can make and share their own play equipment.

Besides table games, there are games such as ring toss and plastic bottle bowling. Cardboard doll houses, dress-up clothes, costumes for shows, and puppets are fun for school-agers. See Appendix 3j for additional ideas.

They May Need to Do Schoolwork

Being with you should not be thought of as an extension of school. However, if the children want to study, the caregiver should see that they have a private, comfortable place that is well lighted.

Expect School-agers to Be Away From Your Home Sometimes

School-age children may want to leave your home for scout or club meetings, folk dancing at a recreation center, or another regularly scheduled group activity. They may help you by going

to the library for books either for themselves or for the younger children. Occasionally they may have to stay late at school or may be invited to a birthday party. Playing with other school-age children in the neighborhood may be their reason for wanting to be away from your home. Doing these special things is fine.

However, you can and should have a written statement from the parents giving permission for the child to participate in activities such as these. On the days the school-agers have parental permission not to see you at all, you only need a statement saying the children aren't coming. On the days they come to you and leave, you are protecting them, yourself, and the parents if you have written information about when and where they are going, for how long, and with whom. Expect the children themselves to assume some responsibility for keeping this up-to-date on their bulletin board.

When You Care for Children With Very Different Needs and Interests

The "feeling of family" is important when you care for children. Caring for two or more children, especially of different ages, demands more planning on your part, but offers the children and you special benefits.

School-age children can be so capable and reliable that a caregiver must resist the temptation to turn over some of her responsibilities for the younger children to them. She can, on the other hand, plan for the various ages to relate to one another by planning activities which interest everyone. The little fellow in the picture can't really participate in the school-age child's kite project, but he is being made to feel he is helping. School-age children enjoy being admired and listened to.

Many school-age children seem to know naturally what "works" with young children. Very often they like to prepare things for the children such as a mobile for the baby or paper hats for toddlers.

You can play word games with infants while you do things with your other children. For example, to an older child you might say, "I see a doorknob. Where is the doorknob?" He simply touches the doorknob and says, "Here is the

doorknob." With the little one, you might touch his big toe and say, "Here is Arnie's toe." Arnie may respond with, "Ar-nie toe" and a chortle.

Sometimes a child enjoys taking a play role with the baby. For example, you may say the words of a rhyme while a four-year-old does the action with the baby.

Children of different ages can participate in singing and dancing activities—each responding in a way appropriate to her age. A two-year-old might stamp her feet or sway her body, a four-year-old would sing along with you. A song on a record or radio that appeals to a school-ager might appeal to a younger child as well.



Weekly Plans for Special Activities

Day-home caregivers can use weekly plan sheets that show special activities and the day for which they are planned. These activities are in addition to toys and other equipment available for children to play with.

	Monday	Tuesday	Wednesday	Thursday	Friday
Food Projects	Make cupcakes	Decorate birthday cupcakes	Squeeze orange juice	Scrape carrots	Butter toast
Art Activities	Crayon placemats for birthday	None—Celebrate birthday	Do block painting	Do block painting	Cut pictures from magazines
Special Outdoor Morning	Finish cardboard pump son made. Children help.		Put out plastic pans for children to play "mud" birthday cake	Plant carrot tops	Walk to Miss L's for pecans
Stories, Music	Teach children birthday song	Read birthday story	Teach children two nursery rhymes with actions	TV special children may watch for 30 minutes or less	Sing favorite songs
No TV	No TV	No TV	No TV		No TV
Special Activities for Younger Children		Put out small blocks	Bean bags		Put out egg cartons for children to play with
Activities for School-agers	Finish making checker game	Ice cupcakes for birthday at home		Make ice cream for children's Friday lunch	Get library books for next week

**Think
Before You
Decide**

Section 7

Not everyone can sell toys, play an instrument, drive a bus, or do many other things. And not everyone should care for children. Being a day-home caregiver requires certain qualities. A caregiver should:

- enjoy children and be happy to spend every day with children only;
- see each child as a special individual and make every effort to understand and encourage the child;
- communicate and cooperate with the parents;
- accept her work with children as her first and major responsibility while the children are in her home;
- be friendly, warm, understanding, and affectionate;
- have patience and maintain self-control in difficult or startling situations;
- be healthy and physically strong enough to be on the job regularly and keep up with the children all day;
- like and provide many interesting and fun things for the children to do;
- be willing to share her living quarters and some of her personal possessions with others;
- organize herself well enough to meet the children's needs, her family's needs, her own needs, and the needs of the day-home business; and
- accept and cooperate with those who have the legal responsibility to protect the children in care.

The Caregiver's Responsibility to the Children in Care

The children in care change and develop every day. A dominant force in children's development is their families. However, because children will be spending the majority of their waking hours with you, much of how and what they learn depends on you—the example you set, the relationship you have with the children, and what you provide for the children.

The Caregiver's Family

If other family members are in the home, they must understand what sharing the day mother and their home means. Will they lose privacy? Will their lives be more structured than previously? Will the mother give less attention to her family? Will the family have more work to do? These and other questions should be discussed and resolved before a decision to offer care is made.

A family should discuss the positive aspects of having children in the home, too. Children are responsive, creative, and appreciative. The father may like making toys for them. Older boys and girls may really enjoy doing things for and with the day children.



The Physical Facilities

The caregiver and her family want to keep their home intact. The day children are entitled to plenty of hazard-free space, freedom within defined limits, and opportunities for play and special activities inside as well as outside the home.

To do both usually requires considerable planning for use of rooms, storage, furniture, small equipment, and other things. If carefully done, the

family will benefit from the planning. The day children will benefit from a home-like atmosphere.

The Neighbors

Sharing plans with the neighbors is usually wise. For example, one family day-home caregiver had an angry neighbor until the two adults met and scheduled the children's outdoor play and the neighbor's rest periods at different times.

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Safety

Fire Escape Plan

Plan and practice

- Plan two exits from every room. If one exit is through a window, check to be sure you can open the window.
- Plan so exits are always uncluttered.
- If you have a large house, choose the safest rooms for the children's use. Plan so you will be close to all the children at all times.
- Locate the nearest fire alarm box or phone outside your home.
- Tell your neighbors how you will call for help. Use an easy signal such as blowing a whistle, ringing a bell, or perhaps three yells repeated rapidly. If possible, arrange for at least one neighbor to come to your aid and to call the fire department.
- Choose a place some distance from the house where you will take the children. Mark the place in some way, for example, with a red cloth. Tell your neighbors where you will take the children.
- Practice with the children. Even though they assume little responsibility, they will cooperate much better if they have had fire drill experience. The older children will be a big help if you are calm and they understand what to do.
- Tell the parents what you are doing. Encourage them to make fire escape plans, too.

If a fire should occur

- When a fire starts, close the door between you and the fire, and leave by the safest exit.
- Take the children out first. Don't stop to get anything. Their lives and your life are more important than anything else.
- When you reach the designated spot, count to be sure all the children are with you.
- Stay with the children unless another dependable adult is there to replace you.
- Have someone call the fire department.

Special notes

- Always think through everything you must do if the help you expect doesn't come.
- More home fires begin in the living room and kitchen than anywhere else.
- Feel a door before opening it. If it is warm or you hear crackling on the other side, don't open the door. Even if you think it is safe, open the door cautiously with your head to one side and your shoulder braced against the door so you can slam the door if necessary.
- If you are ever caught in smoke and heat, keep low since heat rises. However, if there is a synthetic floor covering, such as carpet or plastic, harmful fumes may be close to the floor. Walk in a bent over position, cover faces with a cloth, take short breaths. Move quickly but calmly.
- Whoever notifies the fire department should speak slowly and plainly. Say, "I'm reporting a fire at (give address and location). My name is _____. Then keep listening on the phone to be sure there are no questions.

Automobile Safety

The wisest and safest plan is simply to keep children away from cars. If you must go somewhere, take another adult with you or have your substitute stay with the children.



If children do go with you, be very firm about the children observing the rules:

- All doors are locked and everyone is seated before the car moves.
- Each child is secured in an approved car safety seat or seat belt.
- No part of the body may extend through a window.
- Door and window handles are left alone.
- Everyone must stay seated until the car has come to a complete stop.
- Everyone must sit quietly with no roughhousing.



Child Passenger Safety Law

Motor vehicle accidents are the leading killer of children 0-4 years old. Tragic deaths have proved that children cannot be transported safely on an adult's lap. However, these deaths can be reduced.

Effective Oct. 31, 1984, Texas law requires that:

- Children under the age of 2 must be secured in an approved car safety seat while riding in a motor vehicle.
- Children between the ages of 2 and 4 must be secured in an approved car safety seat or seat belt while riding in a motor vehicle.

A fine of \$25-\$50 will be issued to those who do not comply with the law.

If children misbehave while you are driving, pull over to the side of the road and stop until you have the situation under control. Never leave the children alone in a car.

Poisonous Plants

Learn to recognize poisonous plants, shrubs, and trees. It is important to know them because they may be appealing to children. Listed are some of the more common poisonous plants.

Buttercups

Yellow flowers and fruit resembling small pine cones. Bloom in the spring. Found in fields, yards, ditches. All parts poisonous. May severely injure digestive system.



Castor bean

Quick-growing annuals, frequently planted for quick shade. Beans (seeds) are pretty and used for decoration. Fatal. Chewing a single seed can kill a child.



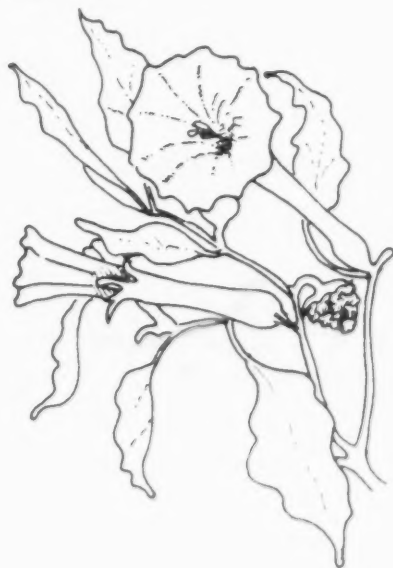
Elephant ear

Huge green leaves. Intensely irritating to mouth and throat. Death can occur when base of tongue swells and blocks air passage in throat. All parts poisonous.



Jimson weed (stink weed or thorn apple)

Funnel-shaped white or lavender blossoms that open late afternoon and close by midmorning. Unpleasant odor. Narcotic effect. Has proved fatal. All parts fatal.



Mistletoe

Evergreen, yellowish-green colored parasite that grows on many trees. Commonly used for decoration during Christmas season. The small whitish berries appear translucent and are poisonous. Berries are fatal.



Oleander

Large, evergreen bushes with long slender leaves and clusters of red, pink, white, or yellow flowers. Extremely poisonous. Dry or green branches and leaves and flowers are poisonous. Causes digestive upset, affects heart, may cause death.



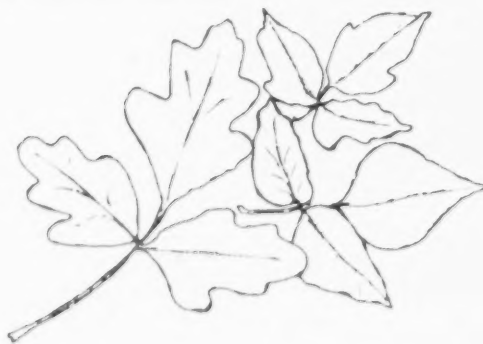
Night shade

Deep green foliage, five-pointed white flowers, red berries. Common potato is from night shade family. Highly poisonous in small amounts. All parts poisonous except tuber (potato).



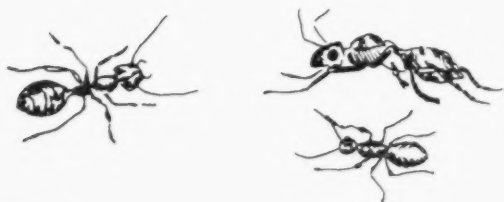
Poison ivy and poison oak

Low growing shrubs or climbing vines with leaves growing in groups of three. Contact with these plants causes a severe rash affecting some people more than others.



Other plants such as poinsettia, narcissus, larkspur, wisteria, iris, azalea, lantana, and many houseplants have poisonous parts. Even some of the common seeds such as acorns and apple seeds are poisonous if taken in quantity.

Insects and Their Relatives



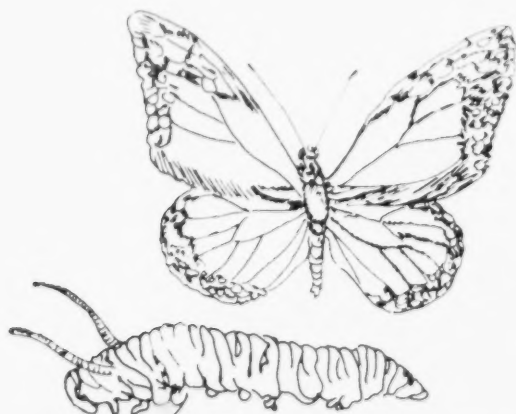
Ants

Ants are social insects and live together in a colony. They are very industrious and interesting to watch. Teach the children which kinds sting.



Bees

Bees live in hives or hollow trees. They make honey from the nectar they take from flowers, and they pollinate flowers. Teach the children to be careful around bees.



Butterflies, Moths, and Caterpillars

Butterflies and moths are one stage in a life cycle that includes the egg (larva), caterpillar, cocoon, and butterfly (or moth). Butterflies and moths are harmless to handle but some of the caterpillars sting. Watching the life cycle is extremely interesting.



Cockroaches

Cockroaches are among the oldest and most common of insects. They live both inside and outside houses and come out usually at night to hunt for food. They do not bite or sting, but they do carry diseases.



Crickets

Crickets rub their legs together to make a pleasant chirping sound. They do not bite or sting, but they will eat fabric.



Grasshoppers

Grasshoppers are wonderful jumpers and fun to catch. They eat plants but do not sting or bite.



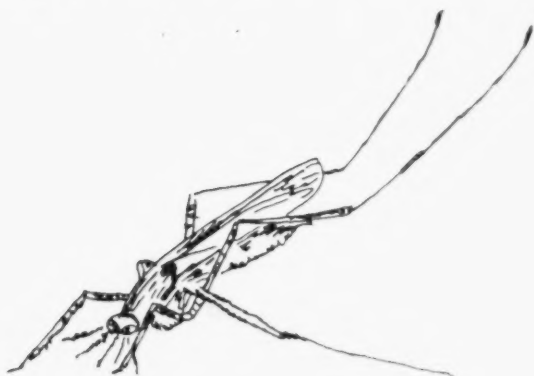
House Flies

House flies have sticky pads on their feet that enable them to walk on the ceiling. They carry germs and human diseases.



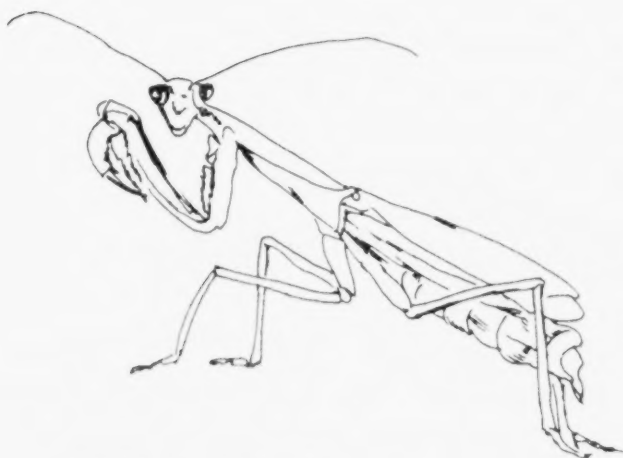
Ladybird Beetles

Ladybird beetles, or lady bugs, are popular insects around the world because they eat other insect pests. They are fun for the children to watch.



Mosquitoes

Mosquitoes draw blood with a hypodermic-like beak and can transmit disease as they go from person to person. They lay their eggs in stagnant water.



Praying Mantises

Praying mantises are strange looking insects that can grow 4 to 5 inches long. They eat other insects and do not harm people.



Sow Bugs

Sow bugs and pill bugs are not insects but crustaceans, related to the lobster and shrimp. They live mostly on decayed vegetable matter but sometimes eat vegetables and flowers in the garden. Sow bugs and pill bugs roll themselves into balls for protection.



Spiders

Spiders come in many colors and sizes. They are very interesting to watch. Their webs are beautiful, and they catch many harmful insects. Most spiders are harmless to people, but children must be taught to identify those that bite. Spiders are not insects.



Wasps

Wasps and hornets kill many insect pests but can inflict a painful sting to humans. Discourage wasps and hornets in the yard by removing their nests when the children are not around.

You can expect to find these and others such as daddy longlegs, ant lions (doodle bugs), fireflies, stink bugs, and dragonflies in your yard, neighborhood, or park.

To learn more about insects, ask your librarian to suggest books that the children will also enjoy.

First-aid Chart

Artificial Respiration

(mouth-to-mouth breathing)

Use this technique for drowning, smoke inhalation, suffocation, and electric shock victims.

Rescue Breathing Technique:

- 1 Remove any visible object by sweeping finger through mouth.
- 2 Place victim on the back.
- 3 Tilt the head straight back, extending the neck as far as possible.
- 4 Blow gently into infant's nose and mouth. Blow into larger child's mouth with nostrils pinched closed using a smooth, steady action until the chest rises.
- 5 Remove your mouth and allow lungs to empty.
- 6 Repeat by continuing with relatively shallow breaths at a rate of about one breath every three seconds, one breath every four seconds for older children. Use only shallow puffs for infants.
- 7 DO NOT STOP artificial respiration until the victim begins to breathe alone or medical help arrives.

Note: If breathing technique is not working, quickly recheck head position, turn victim on the side, and give several sharp blows between the shoulder blades to jar foreign matter free. Sweep fingers through victim's mouth to remove foreign matter.

Bites or Stings

Animal*

Treat as a cut. If possible, catch and retain animal. Notify police or health officer. Consult a physician.

Insect

Scrape out stinger with fingernail. Do not attempt to pull it out. Apply cold compresses. Consult a physician promptly if there is evidence of allergic reaction such as hives, rash, paleness, weakness, nausea or vomiting, or labored breathing.

Snake*

Treat non-poisonous snake bites as a cut. If poisonous, keep patient quiet. Apply moderately constricting band above the bite. Transport victim to physician or hospital immediately.

Bruises

Apply cold compresses or ice pack. If skin is broken, treat as a cut. For marked swelling or a crushing injury, consult a physician.

Burns and Scalds*

Minor Injuries*

Treat minor injuries caused by heat by applying cold compresses until pain disappears. Cover with non-adhesive

dressing. Do not rupture blisters or apply antiseptic. Wash chemical burns thoroughly with running water. Consult a physician.

Extensive Burns*

Cover burn with sterile dressing. Keep patient flat and warm. Take patient to a hospital or physician at once.

Note: Do not use ointments, greases, or powder. Burns from electrical shock may require artificial respiration. Shut off power source if possible. Pull the victim away with non-conductive material such as a belt, towel, or clothing. Do not use bare hands.

Cardiopulmonary Resuscitation (CPR)

Use this technique for drowning, smoke inhalation, and electric shock victims.

DO NOT STOP CPR until the victim begins to breathe alone or medical help arrives.

Pulmonary Support Technique

(mouth-to-mouth breathing)

- 1 Clear the throat and wipe out any visible foreign matter.
- 2 Place victim on the back.
- 3 Tilt the head straight back, extending the neck as far as possible (unless neck injury is suspected) and lift the jaw.
- 4 Blow gently into infant's nose and mouth. Blow into larger child's mouth with nostrils pinched closed.
- 5 Breathe at one breath every three seconds for infants and one breath every four seconds for children, using only enough air to move chest up and down.

Cardiac Support Technique

Note: CPR should be performed only by trained personnel.

Use this technique if there is no pulse or heartbeat.

- 1 Place victim on firm surface.
- 2 For an infant, use three fingers to depress the breastbone one-half to 1 inch at level of nipples. Compress 100 times per minute with one breath after every fifth compression.
- 3 For an older child, depress the lower third of breastbone with heel of hand at 80 compressions per minute with one breath after every fifth compression.

Choking

Turn the child face down over your knees and forcefully strike between the shoulder blades to propel the object from the windpipe. If the child can breathe, do not attempt this maneuver.

Convulsions

Lay patient on the side with head lower than hips. Apply cold compresses to the head. Sponge with cool water. Give nothing by mouth. Consult a physician.

Cuts*

Wash minor cuts with clean water and soap. Apply sterile gauze dressing.

Major cuts, longer than one inch or deep enough to expose muscle, should be seen by a physician. For a major cut, press the cut firmly to slow bleeding and elevate to stop bleeding. Common antiseptics are of no value and may cause harm. Bandage and get medical care.

Eyes

Remove foreign bodies with a moist, cotton swab. Alleviate pain in the eye from foreign bodies, scrapes, scratches, or cuts by bandaging the lids shut until seen by a physician. If chemicals have been splashed in the eye, immediately flush the eye with plain water. Do not use drops or ointment.

Fainting and Unconsciousness

(See Head Injuries)

Check for breathing and pulse. Loosen clothing around the patient's neck. Keep patient flat and warm. Keep mouth clear. Give nothing to swallow. Do not splash water on the face. Consult a physician.

Fractures

Avoid moving the patient if leg, neck, or back fractures are suspected. If the patient must be moved, immobilize the injured part with adequate splints. Get medical attention at once.

Head Injuries

Notify a physician if there is: ● loss of consciousness, ● inability to arouse the child from sleep (Attempt to arouse the sleeping child every one to two hours during the day and two to three times during the night.), ● persistent vomiting, ● inability to move a limb, ● oozing blood or watery fluid from the ears or nose, ● persistent headache, ● persistent dizziness, ● unequal pupils, or ● pallid color.

Nosebleeds

Blow clots and blood from the nose while in a sitting position. Insert into the bleeding nostril a wedge of cotton moistened with nose drops, cold water, or peroxide. Apply firm pressure to the outside of the bleeding nostril until bleeding stops. Leave packing in place until a physician is consulted. If bleeding persists, get medical care.

Poisoning

Induce vomiting as soon as possible. Call a physician, poison control center, or the nearest hospital emergency room at once.

Exceptions:

Do not induce vomiting if the child has swallowed kerosene or other petroleum products, furniture polish, paint thinner, or a strong corrosive such as lye or acids. Vomiting should not be induced if the child is unconscious or convulsing.

To Induce Vomiting:

Give one tablespoon Syrup of Ipecac for a child of 1 or older, and at least one cup of water. If no vomiting occurs in 20 minutes, repeat the dose once. Immediately contact a physician, hospital emergency room, or poison control center for further instructions. Take package or container with intact label and a sample of the vomitus to the emergency medical facility.

Contact poisoning, such as poison ivy and chemical contact, should be washed immediately with soap and water.

Puncture Wounds*

Consult a physician.

Scrapes*

Cleanse with sterile gauze and soapy water. Apply sterile, non-adhesive dressing.

Splinters*

Cleanse with soap and water. Remove with tweezers or sterile needle and wash again. If the splinter is large or deep, consult a physician.

Sprains

Apply cold compresses and elevate the injured part. If swelling is unusual, do not move injured part until seen by a physician.

* Protection against tetanus should be considered when the skin is broken or for burns even if skin appears intact.

Emergency Phone Numbers

Doctor

Emergency Medical Services

Fire Department

Hospital

Poison Control Center

Police or Sheriff

Communicable Diseases

Chickenpox

Incubation period: 10 to 21 days

Early signs of illness: Fever and rash consisting of blisters appearing first on head, then spreading to body. Usually two or three crops of new blisters that heal leaving scabs.

Exclude from attendance: Yes

Readmission criteria: When all blisters have crusted—need not be longer than one week after onset of rash.

Notes for prevention: No vaccine available.

Common cold

Incubation period: 1 to 3 days

Early signs of illness: Runny nose, watery eyes, general tired feeling.

Exclude from attendance: No, unless fever is present. (See fever.)

Readmission criteria: When fever subsides.

Notes for prevention: Teach importance of washing hands and covering mouth with tissue when coughing or sneezing.

Fever

Early signs of illness: Oral temperature of 38 degrees Centigrade (100.4 degrees Fahrenheit) or greater.

Exclude from attendance: Yes

Readmission criteria: When fever subsides.

Giardiasis

Incubation period: 4 to 14 days

Early signs of illness: Gradual onset of stomachache, bloating, and diarrhea. May recur several times over a period of weeks.

Exclude from attendance: No

Notes for prevention: Anti-parasitic medicine is recommended. Teach importance of hand washing and cleaning diaper tables. Can spread quickly in child care centers.

Head lice (pediculosis)

Incubation period: Eggs hatch in 7 to 10 days.

Early signs of illness: Itching and scratching of scalp. Pinpoint white eggs (nits) on head that will not flick off.

Exclude from attendance: Yes

Readmission criteria: When one medicated shampoo or lotion treatment has been given.

Notes for prevention: Second shampoo or lotion treatment in 7 to 10 days is recommended. Teach importance of not sharing combs, hats, and coats.

Hepatitis, viral, type A

Incubation period: 15 to 50 days, average 28 days

Early signs of illness: Gradual onset of slight fever, tired feeling, stomachache, nausea, or vomiting followed by jaundice. Children may have mild case of diarrhea without jaundice.

Exclude from attendance: Yes

Readmission criteria: After one week from onset of illness.

Notes for prevention: Teach importance of hand washing. Gamma globulin should be given to household contacts. If more than one case occurs in a child care center, gamma globulin should be considered for all children and parents involved.

Impetigo

Incubation period: Variable

Early signs of illness: Blisters on skin that open and become covered with yellowish crust. No fever.

Exclude from attendance: Yes

Readmission criteria: When treatment has begun.

Notes for prevention: Keep lesions covered while in school. Teach importance of hand washing and keeping fingernails clean.

Influenza

Incubation period: 1 to 3 days

Early signs of illness: Rapid onset of fever, headache, sore throat, cough.

Exclude from attendance: Yes

Readmission criteria: When fever subsides.

Notes for prevention: Vaccine available, but recommended only for children with certain chronic diseases.

Pink eye (Conjunctivitis)

Incubation period: 1 to 3 days

Early signs of illness: Red eyes, usually with some discharge or crust on eyelids.

Exclude from attendance: Yes

Readmission criteria: A written certificate from a physician or a permit issued by the local health authority.

Notes for prevention: Teach importance of hand washing. Allergic conjunctivitis is not contagious.

Scabies

Incubation period: First infection: 1 month. Repeat infection: 2 to 5 days.

Early signs of illness: Small raised, red bumps or blisters on skin with severe itching.

Exclude from attendance: Yes

Readmission criteria: When treatment begins.

Notes for prevention: Careful examination of close contacts required to identify early infection.

Streptococcal sore throat and scarlet fever

Incubation period: 1 to 3 days

Early signs of illness: Fever, sore throat, often with enlarged tender lymph nodes in neck. Scarlet fever-producing strains of bacteria cause a fine red rash that appears one to three days after onset of sore throat.

Exclude from attendance: Yes

Readmission criteria: After 24 hours from time antibiotic treatment has begun.

Notes for prevention: Teach importance of covering mouth with tissue when coughing or sneezing.

Source: Texas Department of Health

For a more complete wall chart listing 32 contagious childhood diseases, write the Corporate Child Development Fund, 510 S. Congress, Suite 122, Austin, Texas 78704. Enclose \$2 for the first chart and \$1 for each additional chart to cover postage and handling.

Tips for Handling Common Situations With Children

The child:	It may mean the child:	So do not:	You might try:
Becomes angry.	● Is not successful in doing something important to the child personally. ● Has been told <i>stop</i>, <i>no</i>, and <i>don't</i> too many times. ● Is being made to do something he or she doesn't want to do. ● Feels frustrated from too many demands by adults.	● Become angry. ● Allow a tantrum to become extreme.	● Remembering anger is normal and may be expected. ● Observing when the child gets angry and at whom the anger is targeted. ● Observing if the child is able to express anger in acceptable ways. ● Providing a safe outlet for the child's feelings such as vigorous play, punching bag, or finger painting.
Steals.	● Wants something. ● Is ignorant of property rights. ● Is imitating someone. ● Has unsatisfied needs. ● Has hostile feelings.	● Scold or shame the child. ● Punish or reject the child. ● Humiliate the child.	● Being kind and understanding. ● Observing the frequency of stealing, the objects taken, from whom the child steals, and the reaction when caught. ● Showing respect for the child's possessions. ● Helping fill the child's needs and discussing why a person cannot have or do some things. ● Letting the child own things to get a sense of <i>mine</i> and <i>yours</i>. ● Helping the child make friends.
Lies or fibs.	● Has a vivid imagination. ● Is imitating someone. ● Wants to please. ● Fears punishment. ● Likes to exaggerate. ● Is seeking attention.	● Show how upset you are. ● Punish, shame, or reject the child. ● Preach or predict the child will come to a bad end. ● Make the child apologize.	● Relaxing and trying to look for the reason. ● Telling the child the truth yourself. ● Giving attention to who the child is and what he or she does. ● Providing the child with opportunities for enriching the imagination. ● Helping the child discover the difference between fact and fancy.
Refuses to eat.	● Is showing the normal decrease in appetite that occurs about age 2-1/2 when growth slows down. ● Is not hungry. ● Does not feel well. ● Dislikes a particular flavor or texture. (Children's tastes are stronger than adults'.) ● Is imitating someone. ● Is trying to be independent. ● Is trying to get attention.	● Make a scene. ● Reward or bribe the child to eat. ● Threaten the child. ● Punish the child for not eating. ● Force the child to eat.	● Being casual and calm. ● Making food interesting and attractive. ● Enjoying food with the child. ● Introduce new foods a bit at a time and only along with favored foods. ● Helping the child learn to feed and serve himself. ● Serving small portions. ● Serving rejected food in a new way. ● Involving the child in preparation of food.

The child:	It may mean the child:	So do not:	You might try:
Won't share.	● Is too young (under 3 years of age). ● Needs experience in owning and sharing.	● Snatch from the child. ● Scold the child. ● Tell the child you do not like him or her.	● Loving the child and helping the child feel secure. ● Being a fair umpire in children's squabbles. ● Observing the situations in which the child has difficulty sharing. ● Being sure the child has things that are just <i>his</i> or <i>hers</i>—allowing children to experience ownership. ● Having enough materials for each child.
Has fears.	● Has a feeling of strangeness, such as encountering something for the first time. ● Needs the closeness of an important adult and wants to know where the person is. ● Has had a previous painful experience. ● Has some feelings of guilt or lack of love.	● Shame or threaten the child. ● Make the child go toward the thing that is feared.	● Reassuring and comforting the child. ● Telling or showing the child where the important adult is. ● Observing the situations that frighten the child. ● Preparing the child for new situations. ● Spending extra time with the child. ● Teaching the child caution for real danger.
Destroys things.	● Is curious. ● Does not understand what to do. ● Has had an accident. ● Finds the materials are not sturdy enough. ● Finds the materials too difficult and frustrating. ● Feels excited or angry. ● Feels jealous, helpless, or bored.	● Scold, yell, or shout. ● Tell the child that he or she is bad. ● Punish the child.	● Providing guidance in the use and care of things. ● Examining fragile items together to satisfy the child's curiosity. ● Removing destructible and broken things from the play area. ● Providing a different place for play or reorganizing the environment to discourage destruction. ● Teaching the child the difference between expendable items and valued items. ● Giving the child an opportunity to pound, mess up, and tear the expendable items. ● Involving the child in determining the need for repair or in repairing.
Hurts other children or you.	● Is too young to understand. ● Is inexperienced. ● Is angry. ● Has troubled feelings.	● Get angry. ● Punish or hurt the child. ● Force the child to say, "I'm sorry." ● Make the child feel badly by shaming or ignoring the child or withdrawing love.	● Attending to the hurt child first and involving the child who did the hurt in the comforting. ● Observing when it happens, how often it happens, who is hurt, and what happened before the hurting. ● Helping the child feel loved. ● Quietly separating the children. ● Diverting their attention. ● Taking the hurting objects away, calmly and firmly. ● Begin teaching the child that hurting is not something to do.

The child:	It may mean the child:	So do not:	You might try:
Demands attention.	● Has been directed by adults or entertained by TV and is therefore inexperienced in independent creative play. ● Has an interest in you. ● Is tired, not feeling well, or hungry. ● Feels left out, insecure, or unloved.	● Ignore or isolate the child. ● Shame the child. ● Scold or punish the child.	● Attending to the child's physical needs. ● Showing interest in the child as a person. ● Observing when the child demands attention. ● Providing interesting things for the child to do. ● Praising the child for effort and success. ● Sharing yourself with the child.
Sucks thumb or fingers.	● Enjoys the physical sensation. ● Uses thumb sucking to relax. ● Has troubled feelings.	● Force or restrain the thumb or finger with mitts, guards, or ties. ● Use bad tasting lotions. ● Threaten or punish the child. ● Make fun of or shame the child. ● Coax or bribe the child.	● Relaxing and realizing that it rarely lasts and is not serious. ● Giving the child more love and attention. ● Observing when the child sucks the thumb or finger. ● Discovering what the child wants or needs and supplying it. ● Explaining to a school-age child the possible damage to teeth and mouth. ● Helping a school-age child break the habit by saying gently, "Show me your pretty smile," or by using an agreed upon reminder (child's name, hand on shoulder, or word such as "smile").
Uses foul language.	● Doesn't know any better. ● Is imitating someone. ● Is trying something new, or making a joke. ● Is trying to get attention. ● Is letting off steam.	● Show embarrassment or shock. ● Get excited. ● Scold or punish the child. ● Over-emphasize the incidents.	● Ignoring the child. ● Observing when foul language is used. ● Offering a substitute for the word. ● Teaching the child new, extra long words. ● Suggesting another, healthy outlet.
Runs away.	● Wants to be independent or to explore. ● Feels bored. ● Is afraid and wants to return to own family. ● Needs privacy and time to be alone. ● Is rebelling. ● Feels unwanted and is trying to punish you for not showing love.	● Make a scene. ● Cry or make a fuss over the child. ● Punish or tie the child up. ● Remove the child's privileges. ● Unduly restrict the child.	● Letting the child know you love him or her, and that the child was missed. ● Determining that your program is interesting and satisfying so children won't want to run away. ● Taking safety precautions with the environment so the child sees a controlled environment rather than you as a jailer or partner in a run-away game. ● Reassuring the child. ● Setting up safe ways and places for the child to get away and be alone.

The child:	It may mean the child:	So do not:	You might try:
Is jealous.	● Feels replaced by a new person in the family—baby, stepparent, or live-in adult. ● Has been unfairly compared to other children. ● Has been given unfair treatment or favoritism.	● Shame the child. ● Ignore the child.	● Giving warmth, love, and understanding. ● Discussing the child's feelings one-to-one. ● Observing how the child copes with jealousy. ● Promoting good feelings about who the child is and what he or she can do.
Bites.	● Is still trying to put everything in the mouth (toddler). ● Is teething and needs objects or harder foods to chew on (toddler). ● Is using biting instead of words to communicate (toddler). ● Does not understand that biting hurts (toddler). ● Feels frustrated and has not developed other, more positive coping skills (preschooler).	● Bite the child back. ● Encourage another child to bite the child. ● Make the child bite soap. ● Force the child to say, "I'm sorry."	● Providing close supervision of the biter and being ready to step in to protect other children. ● Comforting the victim first. Tell the biter that biting hurts. Involve the biter in comforting the victim by bringing a cool, wet towel to put on bite. ● Providing an object to bite, such as a pillow or chewy toy. ● Observing when the child bites, who the victim is, and the child's reaction after biting. ● Helping children use words to cope with frustration. ● Thinking about your time schedule, equipment, activities, and guidance techniques. Are they creating or reducing stress for the children? ● Informing parents of the problem, stressing how typical biting is, and describing your plan to handle the problem.
Can't fall asleep.	● Is learning a new routine. ● Does not feel sleepy. ● Feels afraid. ● Does not feel comfortable. ● Wants attention. ● Is interested in other things.	● Completely darken the room. ● Reward or bribe the child. ● Threaten the child. ● Scold or punish the child. ● Put the child to bed as punishment. ● Tie or restrain the child. ● Disrupt the entire nap time.	● Planning a napping chart that carefully places children in the room. ● Avoiding over-stimulation near nap time. ● Reading, singing, or playing with the child before putting the children to bed. ● Playing soft background music. ● Seeing that the child's needs are met before going to bed. ● Tucking the child in cot or mat with true affection. ● Allowing the child to look at books or play with quiet toys. ● Offering assurance that you will wake the child up (before snack, when the others wake, first, or whatever is important). ● Putting the child back to bed kindly but firmly. ● Planning quiet activities for children as they wake up so they don't just lie on the cot.

Activities and Equipment— Suggestions and Directions

Guidelines for Choosing Equipment

Equipment for children should be safe. The edges should be smooth and rounded and, if painted, lead-free paint should be used. Sturdy, durable equipment is essential. Equipment for children to play with can be found throughout the house—kitchen utensils for dramatic play; buttons for sorting and counting; empty boxes for playing store and building; plastic containers for sand and water toys; out-grown clothing, scarves, hats, purses, and billfolds for dramatic play—the list goes on.

The equipment that is most satisfying to children is that which can be used in many different ways. Here are suggestions for toys:

Infants

Mobile. Attached to the crib in such a way that when the infant kicks the bed the mobile moves. Fascinating to watch.

Music. Wind-up music boxes out of reach but within hearing distance. A radio playing softly for short periods in the day. An adult's voice singing, humming, chanting.

Rattles. Durable, unbreakable rattles with the rattling noisemaker too large to be swallowed.

Teething toys. Measuring spoons, hard rubber teethers, to be chewed and mouthed.

Soft, stuffed figures. A doll or animal to be cuddled.

Other suggestions: cradle gyms, clutch balls or textured balls, and rubber or unbreakable plastic blocks.

Toddlers and 2-year-olds

Dramatic play. Soft baby dolls, pots and pans, lids, spoons, play telephones, rocking chairs, pocket books, and adult size hats.

Construction play. Blocks to carry, push, and stack; cars and trucks; trains; a sand area and sand toys; water play toys.

Large muscle play. Something safe to climb on, a place to run and tumble safely, a wagon small enough to push and pull. They love piles of soft pillows.

Books and stories. Sturdy picture books with simple, bright colors showing familiar objects and stories about the child and his activities.

Music. Sturdy drums, bells, and shakers with no dangerous parts; simple singing.

Art. Large crayons with large paper (18-inch by 24-inch); dough.

Science. Large shells, leaves, pine cones.

2- through 5-year-olds

Equipment for 2- through 5-year-olds is an elaboration of the areas listed for the toddlers to 2-year-olds. Each child has individual interests and abilities, and these should be kept in mind when deciding what kinds of experiences to provide for the children.

Dramatic play. Child-size range, refrigerator, sink, table, and chairs; empty, clean food containers; dress-up clothes; dolls; doll clothes; and doll bed.

Construction play. Blocks for building, with boats, cars, animals, accessories; dirt and sand for digging, constructing, and dramatic play.

Water play. A hose and tub in the back yard. Plastic pitchers, funnels, and other accessories.

Large muscle play. Space to jump and run, boxes, boards, and ladders to climb and build with, places to crawl through and around.

Books and stories. More simple storybooks to read again and again, pictures in magazines, catalogs.

Music. Singing, dancing, moving to music the child hears and music she makes up, in addition to simple musical instruments such as bells and drums. Children this age enjoy a record player.

Art. Clay, dough, cutting with blunt-tipped scissors, pasting, coloring, painting with water-based tempera paint, hammering, sawing under careful supervision.

Science. Seeds, flowers, insects to examine and watch; experiments with melting ice; changing food by cooking; and other interesting phenomena.

School-age (6 years old and older)

School-age children can pursue projects with relative independence if they are provided materials, a place to work or play, and the reassurance that they can ask for help or companionship whenever they need it. They enjoy playing dominoes, marbles, board games, card games; and making paper dolls, cardboard furniture, and doll houses.

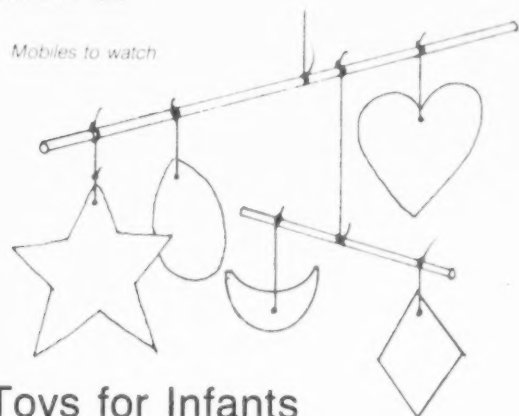
They need scissors that cut, a wider choice of crayon colors, water-based paint, and clay. They need balls such as a softball or utility ball for their

more active games. School-agers enjoy ring toss games and rubber horseshoes. They need chalk for hopscotch, space for running, and perhaps a tree house for climbing.

They still enjoy digging in a garden and in a sandbox or digging area. Construction is important. Woodworking, paper and cardboard crafts, and needlework projects are appealing and satisfying.

Almost every piece of equipment can and should be used indoors or outdoors.

Appendix 3b



Toys for Infants

Mobiles can be made of shapes cut out of colored paper or bright magazine pictures pasted to heavier paper. Glue string or heavy thread to the paper pieces. Tie to a coat hanger or pieces of doweling. Hang securely from the ceiling where the mobile can turn freely.

Use a strong cord to support a crib gym. Measure cord 6 inches to 12 inches longer than width of crib. Tie ends securely to strong shower curtain rings.

Choose colorful, safe objects to entertain baby. Be sure there are no:

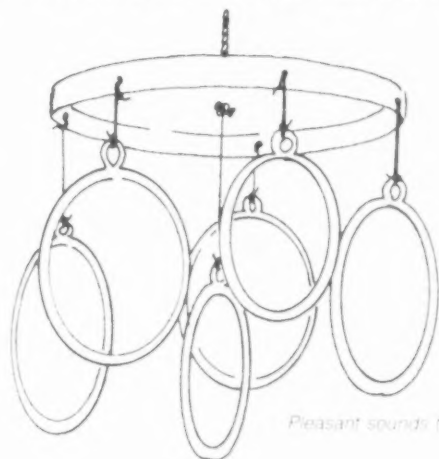
- sharp edges,
- breakable objects,
- pieces small enough for baby to swallow, and
- colors that will rub off.

Remove the crib gym when the baby begins to sit up so that the baby does not become entangled in it.

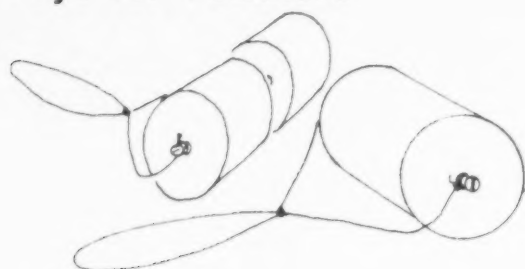
Containers should be slender enough for baby to grasp. Rattler inside should be too large for baby to swallow.

Choose a widemouthed, unbreakable container, such as a large plastic vitamin bottle. Put one or two dishwashing detergent bottle lids inside for rattle. Coat the inside of the lid with white glue, screw on tightly, and let dry for several hours.

Wind chimes can be made of brass curtain rings or other metal objects such as small aluminum cans. Tie rings with 8-inch to 12-inch pieces of string—nylon fish line or dental floss will last much longer. Thread other end of string through holes around a plastic coffee can lid. Knot ends to keep string in lid. Thread another piece of string through a hole in the center of the lid and hang outside the window where baby can hear it chime or inside in front of an open window or a fan.



Toys for Toddlers



Rollers to pull

For the axle, cut a piece of 1/2-inch diameter doweling 1 inch longer than the can. Notch doweling slightly about 1/4 inch from each end. Punch a hole in the center of lid and bottom of can large enough for axle to turn easily. File down any rough edges that might scratch the children. Slip the axle through holes in can. Children love pull toys that jingle. Place a couple of large metal washers in the can before the lid is glued on. Glue lid to can. Cut heavy string 36-inches to 45-inches long. Tie ends of string at notches in axle. Knot close to center of string to form loop. A double roller can be made using the directions above.

Dramatic Play Accessories

Babies and toddlers enjoy soft, easy-to-laundry dolls. Sturdy, colorful dolls were made for children long before store-bought dolls became widely known.

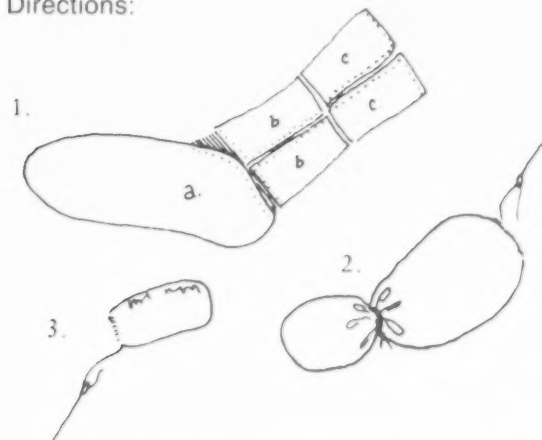


Materials:

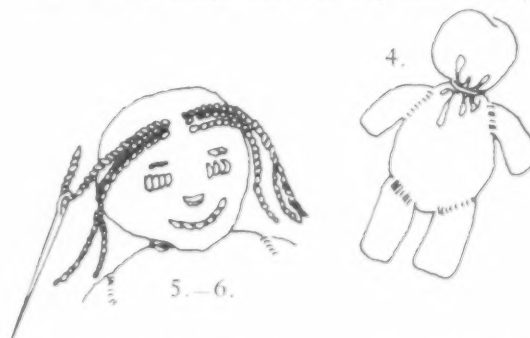
- large heavy sock
- stuffing of washable, soft, quick-drying material
- scraps of fabric for face and clothes

- rug yarn, string, or fake fur for hair
- needle, thread, and embroidery floss

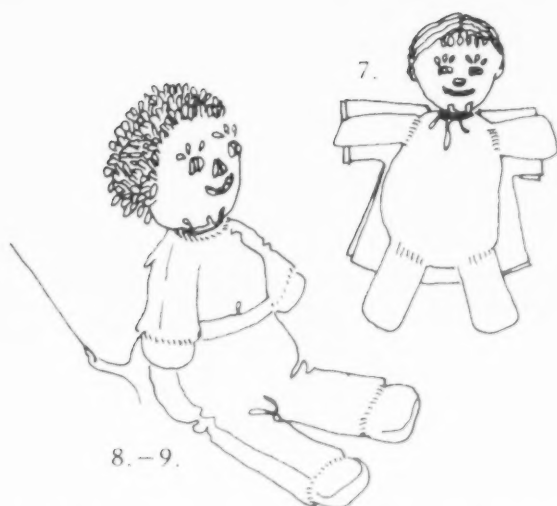
Directions:



1. Cut sock as shown in diagram.
a. body
b. arms
c. legs
2. Stuff body section, and hand sew opening securely closed. Tie upper third of body with yarn to form head.
3. With right sides of sock together, sew arm and leg pieces as indicated by dotted line. Turn. Stuff arms and legs. Sew opening shut securely.



4. Sew arms and legs in proper places on body.
5. Draw face with pencil, or embroider or applique features.
6. Cut yarn for hair in 12-inch lengths. Thread each length into a large needle. Pull yarn through fabric along "part" and knot. Style in braids or pony tail. Add bangs if desired, or sew on fake fur for short hairstyle.
7. To make clothes, lay doll on double fabric, draw around outline allowing 1/2 inch for seams.

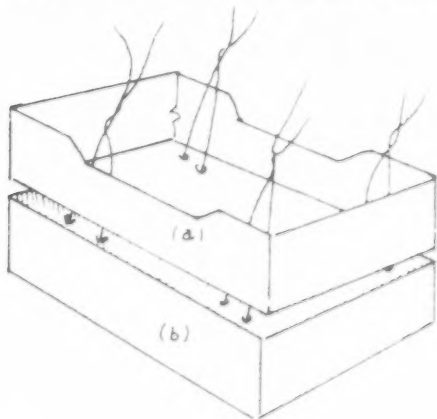


8. Seam clothes, right sides together, leaving one shoulder seam open so garment will go over doll's head.
9. Slip garments onto doll. Sew shoulder closed by hand. Turn in raw edges at ankle, wrist, neck, and whip stitch to doll.

A bed and bedding for the doll

A simple cardboard doll bed will provide a child with as much pleasure as an elaborate expensive one.

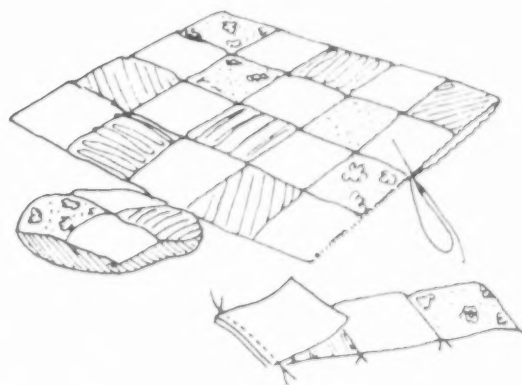
Ask your grocer for two boxes the same size. About 9 inches wide by 12 inches long and 3 inches or more high would be the right size for



the sock doll. Cut the boxes to a height of 5 inches and shape the sides of one box as shown. To assemble:

1. Place box (a) open side down on the table.
2. Place box (b) open side up on top of box (a).
3. Glue the boxes together or punch matching holes through bottoms of both boxes and tie together with yarn or string in three or four places.
4. Use unpainted or paint the boxes with lead-free paint.

Make a patchwork pillow and coverlet for the bed. Square pieces of colorful fabric (new or used) are the simplest to put together, but you may work out a more elaborate design if you wish.



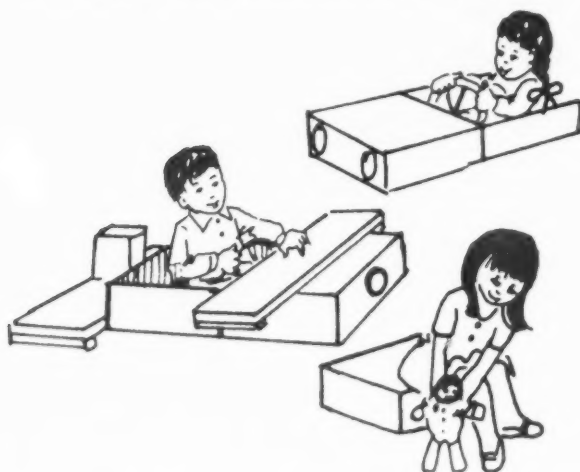
The coverlet is made of twenty 3-inch squares with 1/4-inch seam allowance added on all four sides and lining 12 1/2 inches by 15 1/2 inches.

1. Sew squares together in five strips of four squares. Seam strips together.
2. Sew lining around three sides of coverlet with right sides of fabric together. Turn. Finish open side by hand.

The pillow is made in the same manner from four squares, but it is stuffed before the open side is sewn shut by hand.

Equipment Made From Wood

Boards for climbing and plywood for building boxes may be cut to size at the lumber yard. If you can get this done for you, then these two pieces of basic equipment are very easy to make.



Note some of the ways children may use these.

Boards

Materials:

- One piece of 1-inch by 8-inch lumber, 4 to 5 feet long.
- Two pieces of 1-inch by 1-inch lumber (lattice) 8 inches long.

Directions:

- To the ends of each board attach 1-by-1 inch cleats with screws or glue and nail as shown.
- Provide two or three boards.



Boxes

Materials for each box:

- Two pieces of plywood 16-by-6-by-1 inches for two long sides.

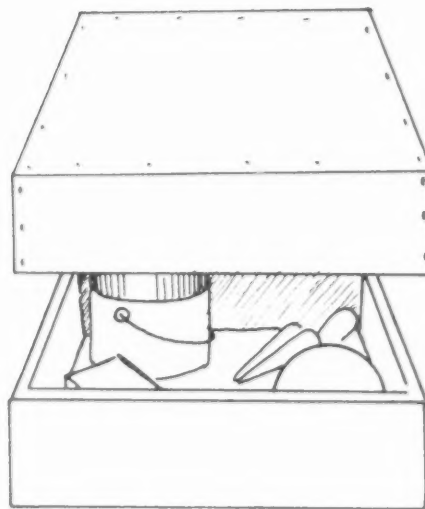
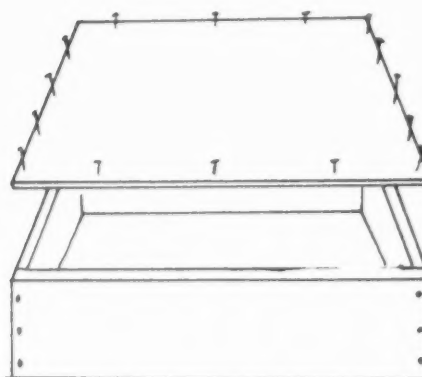
- Two pieces of plywood 14-by-6-by-1 inches for two short sides.
- One piece of plywood 16-by-16-by-1/2 inches for the bottom.

(Note: If plywood 3/4-inch thick is substituted for 1-inch thick, cut the short side 14 1/2-inches long.)

Directions:

Measure and cut four sides. Screw or glue and nail together to form squares with short sides inside and long sides at the corners. Fasten top to sides as shown. Sand smooth. Finish with outdoor enamel or varnish.

Ideally, you would have four boxes or two sets.



Make boxes in sets as shown.

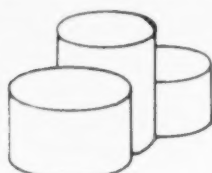
Appendix 3e

Toys for Sand and Water Play

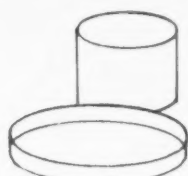
Collect assorted sizes and shapes of pliable plastic containers such as bleach or detergent bottles, butter tubs, or milk or juice jugs. Wash and rinse all containers carefully. Mark where you

wish to cut. Use kitchen shears or a sharp knife with the blade turned away from you. Use a hot ice pick to punch holes.

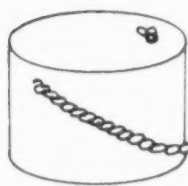
Note: Make these plastic toys away from the children since you will be using sharp tools. Throw the toys away when they become brittle.



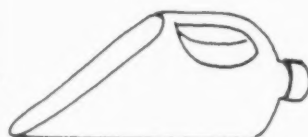
Cups of different sizes



Lids become a plate and cup.



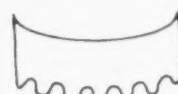
Bucket



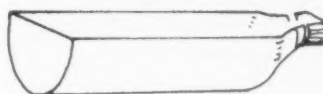
Scoop



Strainer



Sand comb



Boat

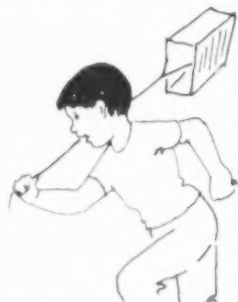
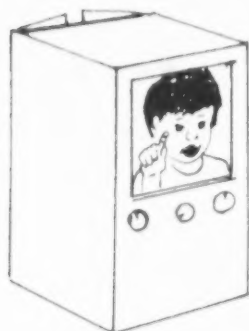


Squirt bottle

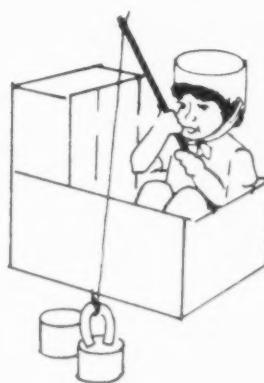
Appendix 3f

Equipment From Cardboard Boxes and Other Waste Materials

Cardboard boxes of all sizes and shapes, paper towel rollers, bits of string, spools, and many other items can be used to make simple, effective equipment. Give children the opportunity and encourage them to suggest their own ideas.

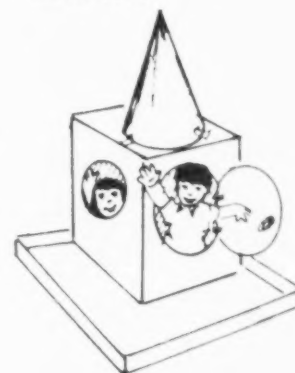


The kite is made from a grocery bag and string.



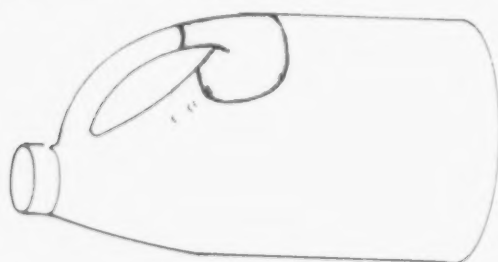
A hardhat is made from the bottom half of a gallon-size plastic bleach bottle. Cloth ties are secured through slits in sides of hat. The hook is a horseshoe magnet that picks up metal cans.

The cone is made of rolled newspapers taped to the top of the space ship cabin (cardboard box). Heavy string is used to hinge the door hatch.



Items That Help Children Learn to Be Independent

Homemade clothing hook

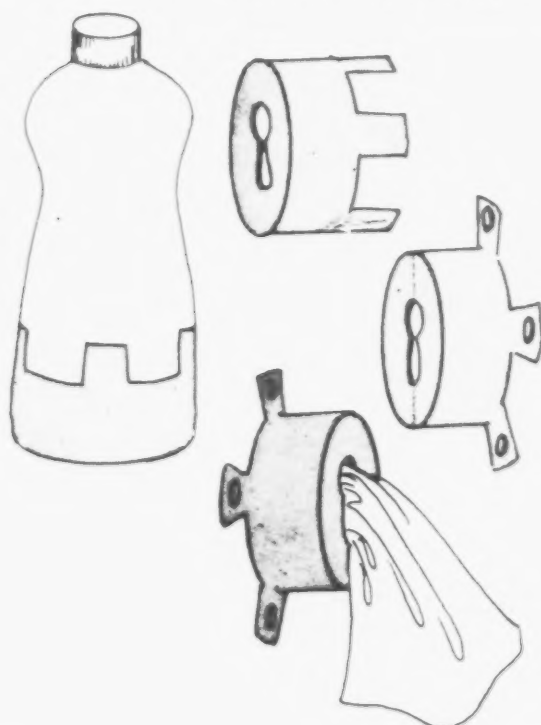


Cut out shaded area from a gallon-size plastic bottle

Fasten to wall with carpet tacks or screws

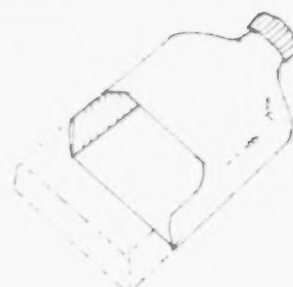
Homemade towel or washcloth holder

1. Cut out shaded area from bottom of 16-ounce plastic bottle.
2. Cut key-hole shaped hole in bottom.
3. Bend out tabs and fasten holder to wall with screws or carpet tacks.
4. Hang individual washcloths or hand towels.



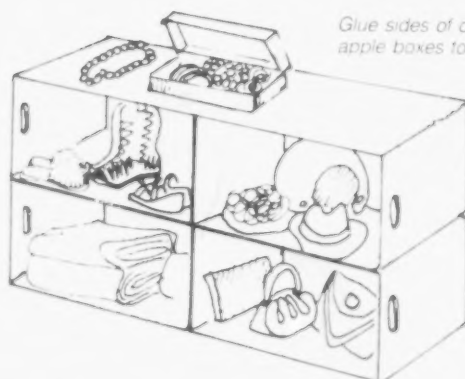
Clean-up equipment

Cut a flatsided plastic bottle to make a toy dustpan



Make a wastebasket from an ice cream carton, potato chip carton, or box

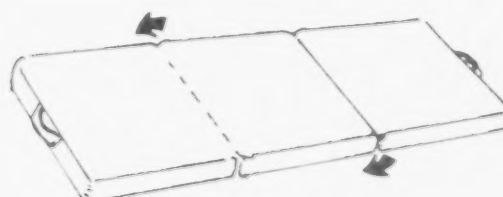
Shelves for children's toys



Glue sides of cardboard apple boxes together

Folding mattress

Children can use this as a sofa, doll bed, pretend boat, or whatever their imaginations need. Make by sewing a heavy fabric in three sections and stuffing each section with folded paper. Make it lightweight for the children to carry or pull. Handles stitched on one or both ends may help them to move it easily.



Appendix 3h

Art Recipes

These save money, don't take long to prepare, and provide fun experiences for the children.

Paste

1/2 cup flour	Mix flour and sugar.
1/2 cup sugar	Add water and stir.
2 cups water	Cook until thick. Cool.

Store in a covered plastic refrigerator container so you won't have to worry about the children breaking glass when they spoon out paste. This mixture sours in a day or two unless kept in a cool place.

Make the mixture fairly thick for regular pasting. Thin the paste to smear on paper before the children apply bits of ribbon, grass, and other small items to a surface. Make it very thin and add a little tempera paint to make finger paint. If your paste lumps, you can strain it. Note: You can make paste without the sugar. Combine the flour and a little water until smooth; then add the remainder of the water. Cook and stir until clear and thick.

Children enjoy pasting many kinds of materials. Have a box where you, the children, and their parents can contribute useful scraps such as fluted candy papers, gift-wrapping paper, bits of ribbon, string, fabric pieces, cardboard, magazine supplements in newspapers, catalogs, and old calendars. You can plan to have children cut interesting shapes from scrap paper or pictures from magazines one morning. Then put out the paste in low-rimmed containers for them to paste onto cardboard or used computer paper.

Have the children collect leaves, seed pods, or seeds that they would like to paste. Heavier



items such as pine cones and sea shells may need to be attached to a base with white glue.

Play dough

1 1/2 cups flour	Mix flour and salt.
1/2 cup salt	Add small amount of water and knead.
Water	Form ball. Add flour if too sticky, water if too thick.

Store in a closed container or small plastic bag. Will keep longer than paste. If you refrigerate the mixture, remove it an hour or two before the children are ready to play. Provide a piece of cardboard for each child to work on.

Let children help prepare this dough. Encourage them to pat and pound the dough. Making things that "look like something" comes naturally. Children do not need to be taught how to make things. They do more creative and satisfying work when they are carrying through their own ideas.

Songs and Finger Plays

Children of all ages love to sing nursery rhymes. Chanted and made-up songs are fun for everyone. Don't worry about the tune. Just sing out. Children as young as 9 months old will be delighted to sing these and do the motions over and over again.

Clap, Clap, Clap

I clap up high.
I clap down low.
I jump, jump, jump.
Then down I go.

Stop, Look, Listen

I look to the left.
I look to the right.
I don't cross the street
Until I see a green light.

Here We Go Up, Up, Up

Here we go up, up, up.
(raise hands or body up gradually)
Here we go down, down, down.
(carry hands or body down gradually)
Here we go back, back, back.
(move backward)
Here we go 'round, 'round, 'round.
(whirl around fast)

Two Little Blue Birds

Two little blue birds sitting on the hill,
One named Jack; one named Jill.
Fly away, Jack, fly away, Jill.
Come back, Jack; come back, Jill.
(index fingers are the birds)

Pease Porridge Hot

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

Here We Go 'Round the Mulberry Bush

Here we go 'round the mulberry bush,
Mulberry bush, mulberry bush.
Here we go 'round the mulberry bush,
So early in the morning.
This is the way we wash our clothes,
Wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early in the morning.

(Add verses about ironing clothes, brushing teeth, combing hair, tying shoes, digging in the sand, and more.)

Jack Be Nimble

Jack be nimble.
Jack be quick.
Jack jump over the candlestick.

This Little Pig

This little pig went to market.
This little pig stayed home.
This little pig had roast beef.
This little pig had none.
This little pig said, "Wee, wee, wee!"
All the way home.

Made-up Songs

(To the tune of Jingle Bells)

Stamp your feet, clap your hands,
Flap your arms and fly.
Let's pretend we are birds,
High up in the sky.

(To the tune of *Mary Had a Little Lamb*)

Andy has a great big smile,
Great big smile, great big smile.
Andy has a great big smile,
He must be very happy.

(Be sure to use everyone's name.)

Appendix 3j

Activities for School-age Children

Paper dolls and accessories

School-agers can use catalogs or advertisements from newspapers and make such things as furniture, houses, boats, stores, and anything else the boys and girls are interested in. You need to provide cardboard, scissors, and paste.

Sewing

School-agers can sew items such as small quilts, doll clothes, flags, pouches, and scarves. They may want to decorate their products with crayons or embroidery. They can tack a piece of burlap to a wooden frame and plan a design to embroider. You will need to provide large needles and manageable lengths of yarn.



Cooking

With supervision, school-agers can make gelatin salads, desserts, cookies, and many packaged mixes. You should always be readily available for questions and assistance.

Plastic bottle bowling

Fill 10 detergent bottles with sand or dirt. The weight or force of the ball to be used should determine how heavy to make the bottles.

No-bounce ball games

The balls can be made by stuffing stocking feet or plastic mesh bags with rags, tightly crumpled newspapers, or stockings. Toss to a container such as a box or wastebasket. The children can design their own game.

Ring toss

Rings can be cut from plastic lids or shaped from wire. Plastic can be weighted by gluing or tying a button, bead, or spool to the ring. The stakes can be sticks in the ground or thin plastic bottles filled with dirt or sand.

Nature collection

Rocks, shells, seeds, leaves, and feathers are examples of free and available items that school-agers may collect. These offer school-agers the opportunity for brief or lengthy projects, depending on their interest and purpose. Seed-collecting might be done to make a picture or it might be the beginning of a life-long hobby. It is important to stress conservation and preservation of the environment.

School-agers may bring items they've found elsewhere to work with at your home. For example, you might provide egg cartons for sorting and storing rocks and wax paper for pressing leaves and flowers. Encourage the school-agers to get school and public library books on their own to enrich their study.

Appendix 3k

Bulletin Boards

1. Cut a piece of cardboard from an empty box.
2. Punch two holes in cardboard, 4 inches from top and 4 inches from sides.
3. Thread heavy string through holes and knot securely.
4. Cut a piece of heavy fabric larger than cardboard. Lay fabric smoothly on table.
5. Spread glue around edges of cardboard.

6. Center cardboard on fabric. Cut out corners of fabric to eliminate bulk.
7. Fold fabric over cardboard, pulling gently to eliminate wrinkles.

You may want to make your bulletin board so you can take it down over weekends or when you have company at night.

If the bulletin board is for adults, hang it at adult eye level. If it is for children, hang it at their eye level.

Sample Forms

Included in this section are examples of forms which are commonly needed by day home caregivers. If you need to use any of these forms, you have DHS's permission to copy them. DHS does not keep a supply of these forms for mail-

ing to caregivers. Local licensing offices sometimes have copies of similar forms that they share with day-care facilities. When you develop your record-keeping system, check with your local licensing office.

DAY HOME ENROLLMENT RECORD

Note: For the caregiver's ongoing file.

Name of child	Birthdate	Parent's name	Home address	Home phone	Work phone of parents	Date of entry	Date of leaving

_____, 19____
month year

Caregiver _____ name _____ street address _____ city _____ Texas _____ ZIP _____

[illegible]

Suggested symbols: A—absent; A/V—absent/vacation; A/S—absent/sick; S—Saturday or Sunday; H—holiday; W—withdrawn

Note: Parent prepares for caregiver.

GENERAL AUTHORIZATION AND RELEASE FORM

I AGREE THAT:

1. My children may be cared for in the day home operated by

(name of caregiver)

(address)

2. My children are to be provided care only between the hours of _____
(time to arrive)
and _____, and that they will be called for promptly.
(time to leave)
3. My children have my permission to use all of the play equipment and participate in all of the activities of the day home.
4. My children have my permission to accompany their day-home group on all scheduled field trips or neighborhood walks.
5. The caregiver will set reasonable rules for my children during the time they are in care and that I will discuss these with her.
6. The required medical and immunization records on my children will be provided to the caregiver.
7. My children have my permission to participate in all health activities in which immunizations, vision, dental, hearing, mental, physical examinations or treatment are given as part of the day-home program.
8. In case of emergency and parent or guardian cannot be contacted immediately, I give my permission to the caregiver to secure needed emergency medical care for my children.

At the end of the day, or during any day, my children may be released only to the persons signing this form or to the following persons:

Full Name

Telephone

Relationship to me

Children covered by agreement

Signature of Parent or Guardian

Date

NOTARIZE _____

90

FAMILY INFORMATION AND EMERGENCY FORM

Children enrolled in day home

Full name	Nickname	Sex	Birthdate

Full name of parent (or guardian) _____

Address _____ Home phone _____

Brothers and sisters living in child's own home

Name	Age	Name	Age

Mother: Name known by at employment: _____

Employer _____ Address _____

Phone No. _____ Hours worked _____ to _____ Days worked: S M T W T F S (Circle)

Father: Name known by at employment: _____

Employer _____ Address _____

Phone No. _____ Hours worked _____ to _____ Days worked: S M T W T F S (Circle)

Family status (check one)

_____ parents living together; _____ parents living separately; _____ one parent deceased

If parents are living separately, may the other parent be contacted in case of emergency? _____

If yes:

Name _____

Address _____ Home phone _____

Person to contact if parent is *unavailable* (in case of emergency):

Name _____ Relationship _____ Phone _____

Doctor's Name _____ Phone _____

If unavailable, use _____
(Name of another doctor, hospital, or clinic)

Address _____

Phone _____

INFORMATION ON CHILDREN

Please enter the name of each child you are enrolling in the day home in the spaces labeled A, B, and C at right. Answer the questions for all children. Place the answer for each child in the space provided under the child's name:

Date: _____

Your name: _____

Names of children:

A.

B.

C.

1. Does the child sleep well?			
2. How many hours per night does the child sleep?			
3. Does the child dress and undress himself?			
4. What word does the child use when he needs to go to the bathroom?			
5. What is the child's favorite play activity?			
6. What are the child's favorite foods?			
7. Are there any foods that the child should not be allowed to eat for medical reasons?			
8. Does the child have any special fears?			
9. Does the child have any problems that the caregiver should be aware of?			

STATEMENT OF CHILD'S HEALTH STATUS

I have examined _____ and find that this child is free of infectious and contagious diseases.

Disabling conditions, physical or mental, affecting the child's participation in group activities:

Date _____

Signature of examining physician _____

Address _____

Phone _____

EMERGENCY INFORMATION

Appendix 4g

When emergencies occur, quick access to needed information is a must. The sample form below is designed so that it may be slipped into an envelope labeled "Emergency Numbers" and hung near the telephone. It shows where helpers can be located during child-care hours. At least one helper should be very near, such as a neighbor living on the same block.

CAREGIVER'S EMERGENCY INFORMATION

Fire _____ Police _____

Hospital _____ Ambulance _____

Poison Control Center _____

DAY-HOME HELPERS IN EMERGENCY

Name _____ Phone _____

Address _____

Name _____ Phone _____

Address _____

Note: A new form should be used for each cycle of medication. File completed form.

DISPENSING MEDICATION

Parent's Authorization:

Name of caregiver authorized to give medication

Please administer the following medication to:

Name of child

Prescribing physician _____

Prescription number _____

Name of medication _____

Dosage _____

When to give _____

Continue medication until _____
Date

MEDICINE MUST BE IN ITS ORIGINAL CONTAINER WITH CHILD'S NAME CLEARLY WRITTEN.

Signature of parent or guardian

Date

OR

Signature of child's physician

Date

Caregiver's Record:

Record of Medication. Use this to check dosages given and as a reference for sharing this information with the child's parent.

Amount	Time	Date	Amount	Time	Date

Medication returned to child's parent _____ OR thrown away _____
Date Date

Note: It is wise to keep a record of all accidents in case questions arise.

ACCIDENT REPORT

Child's full name _____

1. What happened?

Date _____ Time _____

2. How was the parent notified?

Date _____ Time _____

3. What kind of care was provided?

4. Results of care:

5. Was a doctor consulted?

Date _____ Time _____

Name of doctor _____

Signed _____
Caregiver

Date _____

WEEKLY INFANT CARE RECORD _____ to _____
 date date

Child's Name _____

Current Diet: _____ Special Instructions: _____

Feedings Time/food/amount	Naps Time from/to	Bath Time	Play Outdoors Times from/to	Bowel Movements Time/comment	Other Observations
M O N D A Y					
T U E S D A Y					
W E D N E S D A Y					
T H U R S D A Y					
F R I D A Y					
S A T U R D A Y					

Provider

Address

Telephone

AGREEMENT

I, _____, agree that:

parent

1. The family day home will care for _____ child

2. Child care for my child will begin on:

_____ month _____ day _____ year

3. This care will include the following meals and snacks:

☐ breakfast ☐ morning snack ☐ lunch ☐ afternoon snack ☐ supper

4. I will pay a weekly fee of _____ . Payment is due in advance on _____ . If this fee is not paid by that day, a penalty of _____ will be charged, or the child must be withdrawn from care.

5. My child is to be in care only between the hours of:

_____ time to arrive _____ and _____ time to leave _____
on _____ days _____

(Care outside these stated hours will require an additional fee of 50 cents for each five minutes, which will be paid the same day.)

6. When I withdraw my child from care, I will give at least one week's advance notice. Otherwise, I will forfeit any fees paid.

_____ date _____ signature of parent

_____ date _____ signature of provider

Resources

The more you work with children, the more you will realize the importance of and the need for increasing your knowledge. A variety of sources can provide you with the resources you need. Read your local newspaper. Look through the telephone book. Become aware of city, county, and state agencies that may offer services you could use. Contact the Chamber of Commerce for maps and information about interesting places in your community.

The public library contains books about and for children, and librarians can help you select books your children would enjoy. If you cannot get to a library, call to see if there is a bookmobile schedule. Many libraries have other valuable services such as story-hours for children and pictures and record albums to loan.

The county extension home economist has brochures about buying, storing, preparing, and serving food and, in some areas, writes a weekly newspaper column about food, gardening, home management, and child care. They also hold workshops or training meetings on these topics at various times.

In some cities, the parks and recreation department has summer programs, including crafts and games for school-age children. Sometimes, announcements about special programs are made in the public schools. Your school-ager can watch for these and keep you informed.

Some community colleges offer credit and non-credit courses in child care. Community schools sometimes offer non-credit courses. There may be other subjects you would enjoy studying, too.

Child-care associations frequently have local groups with whom they are affiliated, especially in larger communities. These groups are major sources of training for caregivers. In some communities, there are specialized groups who enroll day homes in the federally subsidized Child Care Food Program.

The local DHS office can provide you with information about other community resources. Day-care licensing representatives can tell you about upcoming workshops and training sessions on child care and child-care associations you may want to join. DHS has a free newsletter, the *Texas Child Care Quarterly*, that you will receive automatically as a registered or licensed home. Each issue also carries information on how to order back issues and excerpts so you can obtain articles of interest that you missed or lost.

Besides the children's parents, you will probably find that some of your best resources are other day-home caregivers. Sharing experiences and helpful hints can be invaluable. Also, you may find that there is benefit in exploring community resources as a group. Sometimes day mothers organize and work together on a planned basis.

Other helpful booklets are available to help you increase your knowledge of child care. You may request a catalog of child development program materials from:

Distribution Coordinator
Media Services Division, Mail Code 206-E
Texas Department of Human Services
P.O. Box 2960
Austin, Texas 78769

**WHEN YOU CARE FOR CHILDREN
A GUIDE FOR CARING FOR CHILDREN IN SMALL GROUPS**

READER EVALUATION FORM

In an effort to improve the guide before printing the next edition we ask for your assistance. Please fill out this form and mail it to the address listed below. Thank you.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Does this guide provide the kind of information that is helpful to you? | Yes ☐ | No ☐ |
| 2. Does it contain information which is new to you? | Yes ☐ | No ☐ |
| 3. Is it easy to read and understand? | Yes ☐ | No ☐ |
| 4. Is the way the material arranged and organized helpful? | Yes ☐ | No ☐ |
| 5. Has anything important been left out? | Yes ☐ | No ☐ |

If yes, what? _____

6. Other comments, suggestions for improvement: _____

Name _____

Position _____

(Caregiver, parent, specialist, staff, director, etc.)

Texas

Street Address
or Box Number

City

County

ZIP

Send to: Child Development Program
Community Resources Division 523-E
Family Self-support Branch
Texas Department of Human Services
P.O. Box 2960
Austin, Texas 78769